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ABSTRACT

The document presents an evaluation of: (1) consumer homemaking education programs in Illinois high schools and their role in helping economically disadvantaged youth in assuming the dual role of homemaker and wage earner, (2) strengths and weaknesses of these programs, and (3) current and projected needs of professional education programs and curriculum development for implementing and upgrading the program. Data were collected through five questionnaires sent to program administrators, program teachers, students, former students, and parents. In addition, 14 schools were selected for on-site evaluation which included interviews with the vocational director, administrator, curriculum coordinator, program teacher, students, and parents. An indepth evaluation of four additional schools was conducted which included similar on-site interviews and gathering additional information. The data, acquired from 106 administrators, 136 teachers, 4,524 students, 284 former students, and 250 parents, revealed that the objectives of consumer homemaking programs are being adequately met. The appended materials (44 pages) contain the following: (1) anecdotal evidence from teachers, students, former students, and parents as well as letters of community support for the programs; (2) value clarification instruments; and (3) questionnaires given to the administrators, teachers, students, former students, and parents. (Author/EC)

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EVALUATION OF SPECIAL CONSUMER-HOMEMAKING PROGRAMS IN ILLINOIS HIGH SCHOOLS

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Carbondale, Illinois

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Prepared for and Funded by the
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
Special Programs Unit
Springfield, Illinois

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INTRODUCTION

During the last decade, the responsibilities and problems of the consumer have come into sharper focus. The consumer education issues have attained greater significance. Much of the significance of the consumer homemaking came about as the result of passage of the amendment of 1968 to the Vocational Education Act of 1963. The amendment gave authorization to "set forth a program under which Federal funds paid to a State from its allotment under subsection F (a) will be expended solely for educational programs which (A) encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas, (B) encourage preparation for preparation for professional leadership, (C) are designed to prepare youths and adults for the role of homemaker, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner, (D) include consumer education programs, and (E) are designed for persons who have entered, or are preparing to enter the work of the home."

Part F of the Vocational Education Amendments of 1968 authorized special funds for consumer and homemaking education programs and mandated funding of programs in economically depressed areas and those of high unemployment. The

State Board of Vocational Education and Rehabilitation developed policies to identify these target communities in Illinois. Local educational agencies in these communities may contract with the State Board for approval and funding of consumer and homemaking programs. Consultants from the Division of Vocational and Technical Education are available to work with local personnel in the implementation and development of the programs. The Division staff will also work with those educational agencies which want to provide special consumer and homemaking programs even though they are not eligible for funding.[1]

The President's Committee on Consumer Interests has defined consumer education as: ". . . the preparation of the individual in the skills, concepts, and understandings that are required for everyday living to achieve, within the framework of his own values, maximum satisfaction and utilization of his resources." The President's Committee further stated that the purposes of consumer education include the following: 1) to help each student evolve his own value system; 2) to develop a decision-making procedure based on his own values; 3) to evaluate alternatives when purchasing goods or services; and 4) to understand his rights and responsibilities as a consumer in our society. (Paraphrased from the President's Committee on Consumer

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[1] "Consumer and Homemaking Education," State of Illinois, Division of Vocational and Technical Education, Special Programs Unit.

Interests, Consumer Education, What It Is and . . . What It Is Not, pamphlet, 1969, Washington, D. C.).

Home Economics has traditionally concerned itself with the wise and frugal use of money, goods and other resources. Yet in this time of misleading advertising and fraudulent schemes, emphasis must be placed on developing the individuals insight into his rights and responsibilities as a concerned consumer.

Consumer-Homemaking is a Special Program of the Division of Vocational Education in Illinois. It emphasizes the economic disadvantaged, the dual roles of homemaker-wage earner, and the consumer aspect in all areas of family living. This emphasis is highly significant at this point in time. As a technique for increasing the relevancy of traditional home economics, consumer education offers great enrichment potential.

Rationale

Since Part F, Amendments to the Vocational Education Act of 1968, was supported through June, 1972, it was important to conduct a statewide evaluation of the 147 programs in progress. It was important to collect and interpret data for Spring of 1972 in order to gain support for the consumer and homemaking education and for leading to the next steps in the program development.

In this study, evaluation is considered as a process of assembling evidence to help us make more valid judgments

with respect to the accomplishments of significant objectives. Teachers should envision curriculum planning, guidance, and evaluation as integral parts of the educational process. This is especially true of evaluation, the primary objective of which is to facilitate growth and improve development among students.

Evaluation is concerned with means and ends. Appraising only the end results is not enough. The teacher must be concerned with the processes by which those results evolve. Evaluation begins when purposes are clarified and agreed upon and continues as purposes are being realized. Purposes must be challenged in terms of consistency and significance of values.

Evaluation is experimental. Teachers should test hypotheses which grow out of their purposes. Hypotheses should be considered tentative guides, to be retained, changed or discarded in the light of evidence.

Evaluation is a continuous, on-going process. The individual student, regardless of background, achievement, or ability, is the basis for evaluating progress.

Evaluation is an integral part of the teaching-learning process. Evaluation in the classroom is both individual-centered and group-centered.

Evaluation is a cooperative procedure. Evaluation is the concern of everyone participating in the educational activity. Each should contribute to the extent of his interests and ability.

Evaluation is concerned with valuing. Evaluation is concerned not only with how much, but also how much of what? Teachers must be aware of the controlling values that direct any educational transaction. The evidence secured through evaluation is usually subjected to value judgments, and it is important to attempt the identification of the values reflected in the home economics teacher's appraisal. Helping students to find sound values, to clarify their values, and to examine the consequences of acting on certain values is one of the most important functions of the consumer-homemaking teacher.

Evaluation involves reconstruction. There is little necessity for having evaluation unless something positive results, and improvements are made following an appraisal effort.

We are asking ourselves these questions: Where are we now? How far have we come? Where doe we go from here?

This project is based on these principles and this philosophy of evaluation. Quantitative data are necessary, but along with this, qualitative appraisal is imperative since values and valuing are basic to effective consumer-homemaking. Thus, this study proposes to deal with both the qualitative and the quantitative aspects.

Purposes

The purposes of this study were 1) to produce evidences of the ways the consumer and homemaking education programs

have helped economically disadvantaged youth in assuming the dual role of homemaker and wage earner; 2) to produce and interpret data which identifies the strengths and weaknesses of consumer and homemaking education programs in helping disadvantaged youth assume the dual role of homemaker and wage earner; and 3) to determine the current and projected needs for professional education programs and curriculum development which will help teachers to implement and upgrade consumer and homemaking programs.

PROCEDURE

The courses of study and the consumer education contracts of the local schools which were filed in the Department of Vocational and Technical Education in Springfield, Illinois, were personally reviewed by the director of the study. It seemed desirable to study the contracts in order to determine the differences and similarities of the various programs that are currently funded by the State Department.

Five questionnaires were directed to the administrators of programs (principal, vocational director, or superintendent as was appropriate in each situation); the teachers of the consumer homemaking programs; the students who were currently enrolled in the class; the former students or graduates who had completed the consumer homemaking program; and parents of students involved in the program.

The questionnaires were concerned with the level or levels at which the course or courses were taught; the years the program had been in operation; general characteristics of the students enrolled in the classes; the portion of those students enrolled in the class who were economically disadvantaged; why the students enrolled; what were the major needs of the students; the flexibility of program to meet individual student needs; the strengths and weaknesses of the programs; anticipated changes for another year; the grade

level in which the consumer homemaking course was most relevant; and the persons involved in the planning and evaluation of the individual school programs.

Not all the questionnaires contained all of the above topics. Additional topics or questions were given on some. As stated earlier, each questionnaire was designed for a particular group and varied somewhat from the others utilized in the study.

After developing the questionnaires, the first contact with the school was by telephone to the home economics teacher, enlisting her help and cooperation in the study. Following the telephone contacts, questionnaires for the current students, the teacher, and the administrators were mailed to each of the participating schools. Each teacher was asked to administer the questionnaires to her classes, to fill out her questionnaire, and to get her administrator to respond to his questionnaire.

Fourteen schools throughout the state were selected for on-site evaluations. The on-site evaluations were two or more days in duration and involved interviews with the vocational director, administrator, curriculum coordinator, consumer-homemaking teacher, enrolled students, and parents. The parents selected for the interviews were selected at random; they represented a cross-section of persons living in the specific community.

In addition to the on-site evaluations, in-depth evaluations were conducted in four additional schools. The

in-depth evaluations included all the interviews of the on-site evaluation, but additional data were requested. This additional information included: data which regarded the clarification of values and goals; data from pre-post test scores; data from case situations; data from logs and diaries kept by students; and information from parents. In addition, qualitative data concerning the benefits of the consumer-homemaking program were secured.

The four programs selected for the in-depth study were Galatia, Herrin, Cahokia, and one program in Chicago. Galatia represents a small rural school in Southern Illinois. Both boys and girls are enrolled in the program. There is much unemployment in the area. The homemaking teacher attended a workshop at Southern Illinois University taught by the director of this study in the fall of 1969 to plan consumer-homemaking programs, and attended a workshop in the fall of 1970, Evaluation of Consumer-Homemaking Programs. Thus, benchmark data were available from that community.

Herrin represents a medium-sized high school in Southern Illinois. The head teacher attended both workshops referred to above, taught large sections of classes with both boys and girls enrolled, and was willing to cooperate in such a study.

Cahokia was selected because of the unique nature of its program. All tenth grade boys and girls are taught Consumer Homemaking by a home economics teacher. It is located in the Metro-East (St. Louis) area.

Since Chicago has twenty-seven programs, it seemed desirable to study at least one program in depth. The Martin Luther King School was selected from among the several inner city schools visited by the researcher.

Data Processing was utilized to scan and summarize the appropriate data from these questionnaires.

PRESENTATION OF DATA

This section of the study shows the results of the five questionnaires and the responses given by the various persons who were involved with answering the questions. The administrator responses are presented first, followed by the teacher responses, the student responses, former student responses, and the parent interview responses.

Administrator's Questionnaire

A questionnaire was sent to the administrator of each school where a consumer homemaking program was in effect. The 106 administrators were principals, curriculum coordinators or, perhaps, the superintendent. It was suggested that the administrators who worked more closely with the teacher be the one who answered the questionnaire.

The administrators indicated that consumer homemaking was taught at all grade levels. A summary shows

grade 9 with 20 responses (19.2%)
grade 10 with 24 responses (23.1%)
grade 11 with 49 responses (47.1%)
grade 12 with 85 responses (81.7%)

Twenty-eight (26.9%) administrators reported that consumer homemaking was a required course in their school. Seventy-one (68.3%) indicated that consumer homemaking was not a requirement for the students.

The administrators believed that consumer homemaking was the most effective at 12th grade level, with 73 responses

(70.9%). The next effective level, 11, was shown by 38 responses (36.5%). The least effective levels indicated were grade 10 with 17 responses (16.3%) and 9th grade with 7 responses (6.7%).

Most of the programs, 50, have been in effect for three years. Twenty-two have been in effect for two years and 25 for one year.

The administrators estimated the following percent of the students in their schools to be economically disadvantaged (family income under $4,000).

under 10%, 25 responses (24.0%)
10% - 19%, 35 responses (33.7%)
20% - 39%, 24 responses (23.1%)
40% - 60%, 12 responses (11.5%)
over 60%, 1 response (1.0%)

Of this percentage of economically disadvantaged students, the following estimated percentage were enrolled in the consumer homemaking programs.

less than 10%, 41 responses (39.4%)
10% - 19%, 14 responses (13.5%)
20% - 39%, 20 responses (19.2%)
40% - 60%, 8 responses (7.7%)
over 60%, 8 responses (7.7%)

The above question was not answered by the administrators in the Chicago schools. Thus, the reason for the lower number of responses.

A majority of the administrators, 63 or 60.6% indicated that the parents in the community supported the program. However, 27 or 26.0% other administrators stated that there was indifference to the program by the parents.

When asked, "What were the major bases for curriculum decisions concerning the addition of the consumer-homemaking program," the administrators answered as follows:

societal conditions in community, 45 responses (43.2%)
student requests, 15 responses (15.4%)
suggestions of home economics teacher, 69 responses (66.3%)
suggested from State Department, 64 responses (61.5%)

The administrators indicated that the following persons helped in the development of the consumer homemaking course. The number on the parentheses indicate number of responses to that item.

Homemaking teacher (95) or 91.3%
students (24) or 23.1%
parents (5) or 4.8%
curriculum coordinator (57) or 54.8%
State Home Economics Staff (54) or 51.9%
college or university staff or course (16) or 15.4%

The administrators were also asked to give the apparent strengths of the program. Their replies include the following statements.

STRENGTHS OF PROGRAM-administrators	number of responses
Practical, good content, variety	35
Student interest in course	23
Good teacher	18
Field trips and resource people	15
Good coverage of budgeting and money management	10
Community interest	7
Gives insight to future problems	6

WEAKNESSES OF THE PROGRAM-administrators	number of responses
Need to reach more students	11
Lack of textbook or enough good materials	10
Student disinterest in course	10
School located away from business	8
Crowded classes	6
Disadvantaged do not practice what is taught	6
Course limited in time	5

Many changes in the consumer homemaking programs were anticipated for the coming year. Those changes include:

ANTICIPATED CHANGES	number of responses
Update or change program of materials	15
Change in makeup of class: length, grade level, include boys, department responsibility	14
Use more field trips and resource speakers	11
More use of visual aids	8
No change	6

The administrators were asked to cite evidences that the consumer education had helped the disadvantaged (low-income) student. Responses to this question were quite varied. Listed below is a summary of responses given.

INDICATIONS CONSUMER HOMEMAKING HAS HELPED THE DISADVANTAGED STUDENT	number of responses
Some students have shown increase in overall purchasing ability, more aware of what they are buying	28
No evidences or not measurable	10
Too soon to measure results	4
Many disadvantaged students enroll in class	4

When asked, "What professional training would be of benefit to the consumer homemaking teachers in your school," the administrators listed workshops, in-service training, and graduate courses in consumer education.

PROFESSIONAL TRAINING BENEFICIAL TO TEACHER	Number of Responses
Workshops or short courses	41
More college level consumer homemaking	9
Up-date on materials, techniques	7
In-service training or work experience	6
Conferences - consumer homemaking	4
Evaluation techniques	4

Teacher's Questionnaire

There were 136 responses made to the teacher questionnaire.

The teachers' questionnaires revealed that the amount of teaching experience was:

less than 5 years, 41 of teachers (31.1%)
5-10 years, 31 of teachers (23.5%)
11-20 years, 35 of teachers (27.3%)
over 20 years, 24 of teachers (18.2%)

The degrees held by the teachers in the survey were:

a. less than bachelor, 1 (0.8%)
b. bachelors, 46 (34.8%)
c. more than bachelors, 48 (36.4%)
d. masters, 11 (8.3%)
e. more than masters, 26 (18.9%)
f. doctor, 0 (0.0%)

The length of time the teachers had taught in the present system ranged from 1 to 30 years.

The teachers revealed their teaching preference by rank order as Consumer Homemaking, 49 (37.1%) responses; Consumer

Homemaking with 50 (37.9%) responses, their second choice; and Traditional with 56 (42.4%) responses, their third choice. The bar graphs following will give more explanation of these responses.

Consumer homemaking was taught at the following grade levels, according to the teacher responses:

grade 9, 21 of schools (15.9%)
grade 10, 29 of schools (22.0%)
grade 11, 64 of schools (48.5%)
grade 12, 109 of schools (82.6%)

When asked, "How long has the consumer homemaking program been in progress in your school," teachers indicated these answers: 1 year, 42 (31.8%) of responses; 2 years, 32 (24.2%) responses; 3 years, 57 (43.2%) responses.

Consumer homemaking courses are held varying lengths of time through the school year. The survey revealed the course being offered for:

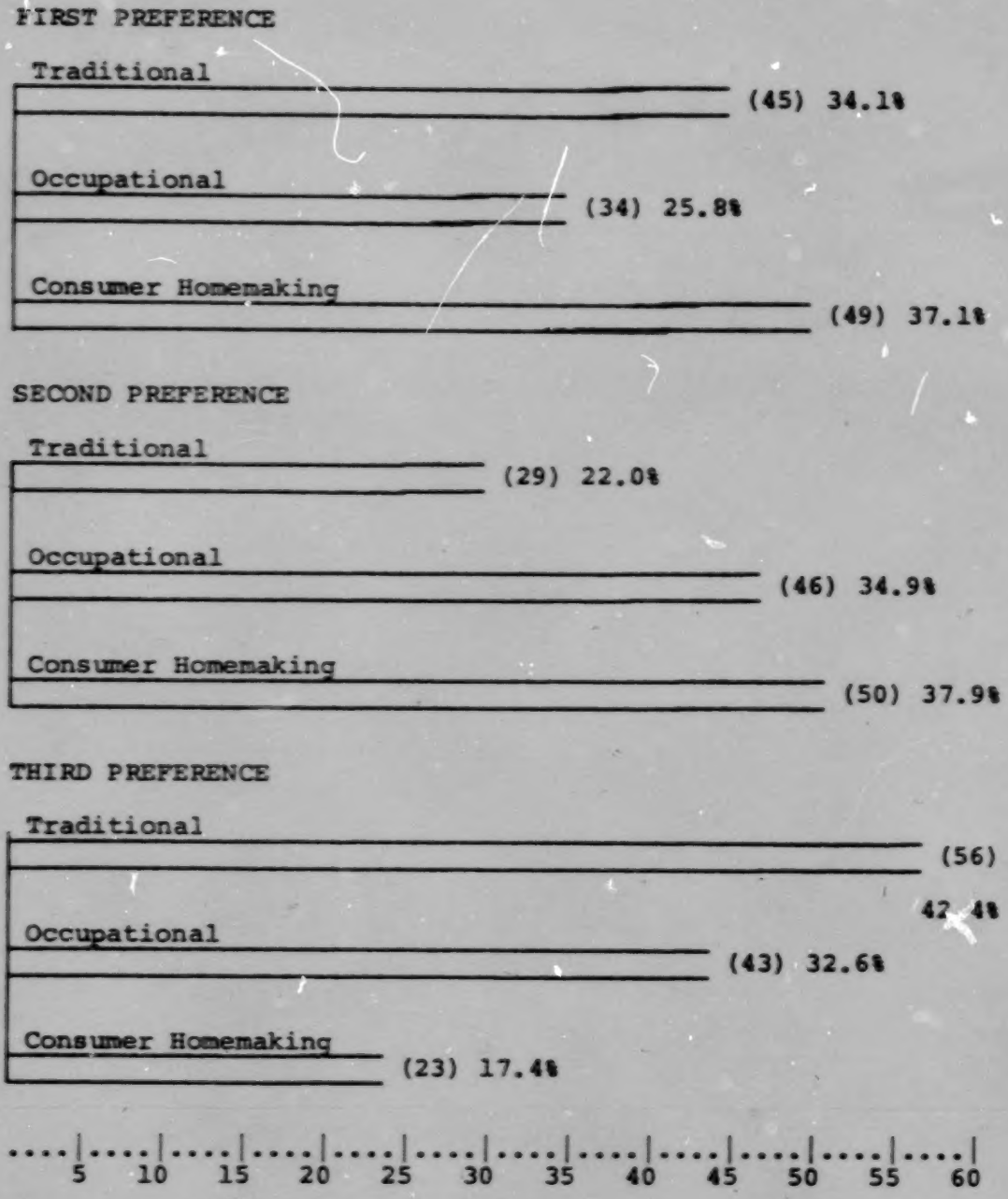
9 weeks, 14 of schools (10.6%)
1 semester, 64 of schools (48.5%)
1 full year, 52 of schools (39.4%)

When asked, "What grade level do you feel the consumer education course to be the most effective," the teachers answered:

grade 9, 19 responses (14.4%)
grade 10, 25 responses (18.9%)
grade 11, 72 responses (54.5%)
grade 12, 115 responses (87.1%)

The teachers were asked to estimate the percentage of students in school who had a family income level of $4,000 or less. The chart following indicates the results:

Teaching Preferences



% OF FAMILIES IN SCHOOL WITH ESTIMATED INCOME UNDER $4,000	Number of Responses	%
Under 10%	25	18.9
10% - 20%	39	29.5
21% - 40%	29	22.0
41% - 60%	13	9.0
over 60%	4	3.0

The teachers were also asked, "What percentage of the economically disadvantaged students (family income less than $4,000) in your school are enrolled in the consumer homemaking class?" The teachers indicated the following percentage levels shown in the following chart.

ECONOMICALLY DISADVANTAGED STUDENTS ENROLLED IN CONSUMER HOMEMAKING	Number of Responses	%
Less than 10%	52	39.4
10% - 20%	18	13.6
21% - 40%	22	16.7
41% - 60%	9	6.8
over 60%	11	8.3

The teachers were asked what were the major reasons for adding consumer homemaking to the curriculum. Responses were:

societal conditions in the community, 56 (42.4%)
student requests, 21 (15.9%)
suggestions from home economics teacher, 74 (56.1%)
suggested by the State Department, 76 (57.6%)

According to the teachers, the student needs were assessed in the following manner:

a. working with advisory committee, 23 (17.4%)
b. community survey, 15 (11.4%)
c. discussions with school officials, 77 (58.3%)
d. comments from parents & local citizens, 33 (25.0%)
e. student questionnaries, 57 (43.2%)
f. textbook, literature, etc., 51 (38.6%)

Concerning the evaluation of the program, the teachers indicated the following persons were involved in the evaluative process.

teachers, 118 responses (89.4%)
students, 96 responses (72.7%)
parents, 23 responses (17.4%)
administrator, 84 responses (63.6%)
community members, 18 responses (13.6%)

When asked, "Have attended a consumer homemaking workshop at any time in the past," the teacher replied:

yes, 98 (74.2%) no, 29 (22.0%)

Teachers indicated that other persons helped in the development of the curriculum for the consumer homemaking class. They were:

homemaking teacher, 120 responses (90.9%)
students, 41 responses (31.1%)
parents, 5 responses (3.8%)
curriculum coordinator or administrator, 62 (47.0%)
State home economics staff, 75 (56.8%)
college or university staff or course, 34 (25.8%)

A large number of the teachers indicated they planned for the special needs of students. The chart following shows the ways special needs were met.

HOW SPECIAL NEEDS OF STUDENTS ARE MET	Number of Responses
Work geared to individual projects, needs, instruction	44
Subject matter geared to student's ability	30
Subject matter geared to income level	17
Interests and needs	10
Reading materials geared low	9
Do not plan for students with special needs	9
Budgeting and money management	9
Audio-visual aids	8

The teachers indicated that the major needs of the students enrolled in consumer homemaking are:

NEEDS	Number of Responses
Budgeting and money management	36
Buying practices and making wise purchases	20
Spending and planning spending	17
Decision-making (clarify values; based on needs)	11
Preparation for wage earner-homemaking	11
To understand and how to use credit	10
To set goals and values	10
Basic understanding of consumer	8
Teacher methodology	8

Evidences to show that the consumer homemaking course has helped the disadvantaged (low-income) student is shown in the following chart.

HELP FOR THE DISADVANTAGED (LOW-INCOME) STUDENT	Number of Responses
Reports or conversations with individual students	42
Shopping wisely	16
Budgeting	16
Buying foods and food costs	9
No evidence	9

The teachers were asked to give five evidences that the program was flexible to take care of individual differences. Listed below are the responses of the teachers for showing program flexibility.

RESPONSES	Number of Responses
Individual reports and projects	62
Audio visual aids	32
Games, role playing, skits	31
Resource speakers	28
Field trips	26
Group projects and discussions	24
Resource materials	20
Students plan projects to suit their needs	17
Comparison buying and shopping	10
Time given to allow student to accomplish goals	8

The teachers were also asked what they considered to be the strengths and weaknesses of the program. The following two charts show the teacher responses to these questions.

STRENGTHS OF THE PROGRAM--teachers	Number of Responses
Valuable, practical, useful	27
Variety of teaching techniques; flexible	15
Resource people and material	14
Subject matter necessary and relative to student needs	13
Subject matter of interest to students	11
Prepares students for present and future	10

WEAKNESSES OF THE PROGRAM--teachers	Number of Responses
Not enough time to cover topics adequately	21
Need more resource materials	14
Textbooks	13
Not enough resource speakers and businesses available	13
Lack of student interest	10
Lack of boys enrolled	7
Not reaching enough students	6
Variation of academic abilities	6

Changes for upgrading the program or planning it to better fit the needs of the students was noted in the responses concerning program changes. The most frequent changes were more resource people, subject matter basically the same; some curriculum improvements, and more and new audio visual aids. Other changes are shown in the following chart.

CHANGES ANTICIPATED	Number of Responses
More resource people	18
Subject matter basically the same; some curriculum improvements	16
More and new audio visual aids	16
More field trips	14
New and more reference materials	14
Survey of need of new students	10

The consumer homemaking teachers felt that some professional training would be desirable for keeping up-to-date. They believed that the additional work should be in the following areas.

AREAS	Number of Responses
More on curriculum development	34
Help with evaluation	31
Workshops	28
How to work with the disadvantaged	27
Current information & teaching techniques	16
Exchange ideas with other teachers	15
More consumer education in college	14

The teachers were asked, "If you were to take consumer homemaking this summer, what content would you want included?" Their replies as to the most needed course content are listed.

COURSE CONTENT	Number of Responses
New teaching techniques and methods	23
Exchange ideas with other teachers	17
Curriculum development	16
Ways to stimulate, motivate, spur interest	14
Information on insurance	12
Information on new laws, standards, legislature	12

Student's Questionnaire

The survey provides the following profile of students who participated in the Evaluation of Consumer Homemaking Programs in the State of Illinois.

Of those participating, 1328 were male and 2933 were female. Two hundred and twenty reported they were married while 4,002 were single. Of the 220 married students, 56 were male and 164 were female. The ages of the students were:

156 who were 14 years old
495 who were 15 years old
764 who were 16 years old
1504 who were 17 years old
839 who were 18 years old
79 who were over 18 years

The number of students enrolled in consumer homemaking at the ninth grade level were 352 (8.2%); at the tenth grade level, 959 (22.4%); at the eleventh grade level, 676 (15.8%); and at the twelfth grade level, 2,219 (51.8%).

The majority of the students, 3,723, lived in a house. The second largest group, 317, lived in an apartment. The smaller number of students, 190, lived in a mobile home.

The students were asked to indicate the work in which their parents were employed. The following two charts indicate the results of these questions.

The employment of the fathers was:

FATHER'S WORK	Number of Responses	%
Unskilled worker	396	9.2
Semi-skilled or skilled worker	2,048	47.8
Sales work	141	3.3
Office work	145	3.4
Supervisory work	404	9.4
Professional (doctor, lawyer, teacher, etc.)	216	5.0
Scientist, engineer, chemist, etc.	128	3.0
Businessman	232	5.4
Executive	122	2.8

The work of the mothers was indicated as follows:

MOTHER'S WORK	Number of Responses	%
Unskilled worker	665	15.5
Homemaker	2,087	48.7
Sales work	178	4.2
Office work	443	10.3
Supervisory work	146	3.4
Professional (doctor, lawyer, teacher, etc.)	270	6.3
Scientist, engineer, chemist, etc.	21	0.5
Businesswoman	140	3.3
Executive of business or industry	40	0.9

The estimated income of the parents, as given by the students was:

ESTIMATED INCOME	Number of Responses	%
less than $4,000	389	9.1
$4,000-$6,999	859	20.1
$7,000-$10,000	1,353	31.6
over $10,000	1,282	29.9

The major areas of study for the students were: college preparation, 1231 (28.7%); vocational, 1121 (26.2%); and general, 1851 (43.2%).

The students reported enrolling in consumer homemaking for the following reasons:

REASONS FOR ENROLLING	Number of Responses	%
A friend's influence	319	7.4
Required	1,691	39.5
Parent's influence	90	2.1
Advised by counselor	338	7.9
Felt that it was important	1,759	41.1

The students indicated they would prefer consumer homemaking to be offered for:

9 weeks only, 1326 responses (30.9%)
one semester, 1335 responses (31.3%)
one full year, 1566 responses (36.6%)

The students believed that the consumer interest in their specific class was strong, 1809 (42.2%) responses; neutral, 1977 (46.2%) responses; or weak, 447 (10.4%) responses.

The amount of money the students spent each week was indicated as:

AMOUNT OF SPENDING MONEY	Number of Responses	%
.25 - $2.00	839	19.6
$3.00 - $5.00	1,523	35.6
$6.00 - $11.00	919	21.5
$12.00 - $24.00	521	12.2
over $25.00	421	9.8

The students indicated that most of their spending money came from the following sources:

a job, 1744 (40.7%) responded
a regular allowance, 750 (17.5%) responded
asking parents, 1364 (31.8%) responded
gifts, 43 (1.0%) responded
other sources of income were lunch money, baby sitting, etc., 279 (6.5%) responded

When asked "The five things you learned most in consumer homemaking," the students responded in the following manner. The following chart indicates the number and percentage of responses for each of the nine choices.

TOPICS OF MEANINGFUL LEARNING	Number of Responses	%
How to get more satisfaction from my money	2,670	62.3
How to decide what to buy	2,507	58.5
How to judge quality of goods and services	3,176	74.2
How to use banks	1,121	26.2
How to save money	2,843	66.4
How to avoid being cheated	2,201	51.4
How to shop	2,374	55.4
How to budget food for a family	2,408	56.2
What to consider when buying a car	1,331	31.1

When asked, "How has consumer homemaking helped you in making decisions or weighing values," the students replied as indicated below. The students were asked to respond with:

1. I now weigh possible alternatives, or
2. I sometimes give it thought, or
3. I am impulsive in my decision.

DECISION MAKING	Responses 1	2	3
a. buying an article of clothing	2,095	1,420	542
b. studying for an exam or test	1,391	1,836	740
c. leisure time	1,156	1,289	1,510
d. planning ahead for events	1,731	1,597	660
e. buying a gift for a special person	2,100	1,157	708
f. choice of a place to eat lunch	1,086	1,672	1,168
g. planning where to go on a date	1,394	1,544	976
h. selecting something to wear to a special event	2,229	1,115	643
i. plans for the future	2,200	1,264	543

The students were also asked what they considered the weaknesses and strengths of their program. The responses are shown in the following charts.

WEAKNESS OF THE PROGRAM--Students	Frequency of Response
Not interesting, boring, sometimes boring	519
Has no weaknesses	477
Needs to be longer; not enough time	343
Not enough time spent on some subjects; too much too fast	219
Textbooks: none, not enough, poor, outdated	181
Field trips: need more; none	165
Teacher: poor, poor presentation	151
Already knew; did not learn much	144
Not enough student interest	136
Lack of good discussion and none	107

STRENGTHS OF THE PROGRAM--Students	Frequency of Response
Good coverage of budgeting and money management	442
Helps plan, prepare for the future	330
Has no strengths	281
Good coverage of How to Buy Wisely	236
The teacher; good teacher	233
Good coverage of How to Save Money	214
Interesting, good course; I liked it	184
Good coverage of Consumer Fraud	182
Useful, informative, helpful, important, practical	152
Good coverage of How to Spend Money Wisely	131

HOW THE CLASS HAS HELPED IN THE ASSUMING OF THE DUAL ROLE	Frequency of Response
Budgeting and Money Management	1,179
How to save money	802
How judge quality when buying	454
How to spend money wisely	399
How to buy wisely	361
How to shop wisely	327
What to consider when I buy	276
Awareness of fraud; avoid being cheated	272
Time management	197
About banks and banking	176
How to shop for and buy food	173
About insurance	168
How to buy automobiles	165
Furniture, appliances, and interior decoration	160
Money satisfaction	155
Course has not helped	153
How to plan for the future	139
How to buy and budget clothing	125
About jobs, possible careers, how to apply	124
How to cook	123
Decision making	120
How to use my money better, get money's worth	111
Food budgets	109
To set values and goals	107

The second section of the student questionnaire was concerned with items relating to behavior changes or changes in attitudes. On this part of the instrument, the students were asked to check their answer sheets as "yes" or "occasionally" and to leave blank the spaces where they were answering "no." Following is the chart indicating the students reactions to the questions.

Former Student's Questionnaire

A sampling for former students was obtained in fourteen present (14%) of the schools selected for on-site evaluations. Questioning of former students, it was believed, would lend information about the learning experiences of the students, the information from class that had been most beneficial, the specific strengths or weaknesses of the consumer homemaking program, and at what grade level the subject could be taught in order to be most relevant to the students.

There was a total of 284 former students surveyed. Fifty-two (18.3%) of these students surveyed were male while 232 (81.7%) were female. The ages of the former students ranged from fourteen years to over 22 years, as shown in the table on page 34.

STUDENT BEHAVIOR	Number of Responses		
	Yes	Occasionally	No
1. Did you plan purchases before taking consumer homemaking?	1,884	1,568	829
2. Now that you have had consumer homemaking, do you follow some type of spending plan?	1,601	1,712	965
3. Do you give more thought to values and goals (to what is truly important to you and what you hope to achieve) having had consumer homemaking?	2,459	1,090	730
4. Has this course helped you become more aware of how your consumer decisions effect the supply and demand for specific goods and services?	2,751	772	755
5. Do you help in preparing the family budget?	645	1,106	2,524
6. Have you become more aware of what family expenses are through this course?	2,926	621	732
7. Does your family have any type of savings program?	2,921	515	845
8. Do you have a savings program?	2,261	573	1,443
9. Can you file an income tax return?	1,593	500	2,185
10. Now that you have had consumer homemaking, are you more aware of several government agencies that help consumers?	2,588	629	1,063
11. Are you more aware of investment programs and how to find information about them as a result of class experience?	2,003	837	1,438
12. Have you suggested to your teacher topics you would like to have included in the class discussions or experiences?	1,242	856	2,182

STUDENT BEHAVIOR (Cont.)	Number of Responses		
	Yes	Occasionally	No
13. Do your parents contribute suggestions to, or participate in your consumer homemaking course?	663	820	2,797
14. Do you discuss or share with your parents the information and materials for consumer homemaking?	1,576	1,364	1,340
15. Did you help in developing objectives to be reached in consumer homemaking?	1,048	1,145	2,086
16. Do you think your consumer homemaking class offers varied topics and units of value to you?	2,538	986	756
17. Do you believe this class will help you in your future role of wage earner-homemaker?	2,657	845	581
18. Have you learned in consumer homemaking how to make more of an effort to separate information for persuasion in advertising?	2,335	899	1,048
19. While in consumer homemaking have you talked with an insurance agent about purchasing some type of insurance?	956	544	2,781
20. Did you become aware of the legal responsibilities of automobile owners and drivers while enrolled in consumer homemaking?	1,987	636	1,658
21. Have you studied the cost, methods and obligations in financing a car?	1,961	622	1,694
22. Are you interested in studying how our economy works?	1,628	1,086	1,563
23. Have you been inside a stock exchange or listened to a stock broker discuss the stock market?	641	522	3,140
24. Do you read the stock market reports in your local paper?	515	892	2,867

STUDENT BEHAVIOR (Cont.)	Number of Responses		
	Yes	Occasionally	No
25. Do you have a clothing budget?	1,244	921	2,111
26. Have you learned in consumer homemaking to plan a coordinated wardrobe?	1,908	638	1,732
27. Have you learned to judge wearing ability, maintenance and construction of clothing, as a result of this consumer homemaking class?	2,285	632	1,364
28. Have you learned to plan at least one full meal for the family in consumer homemaking?	2,314	424	1,541
29. Given a week's food budget, can you plan and buy food the family will need?	2,926	616	740

AGES OF FORMER STUDENTS	Number	%
14 years	5	1.8
15 years	5	1.8
16 years	22	7.7
17 years	93	32.7
18 years	80	28.2
19 years	41	14.4
20 years	12	4.2
21 years	4	1.4
22 years	1	0.4
over 22 years	1	0.4

Two hundred and twelve were still in high school at the time the questionnaire was given. Seventy-two were non-students. Of the students still in school, 9 were in the ninth grade, 1 was in the tenth grade, 50 were in the eleventh grade, and 152 were in the twelfth grade. There were 33 married and 251 were single.

The former students were involved in these occupations at the time of the survey: waitress, clerk, service station attendant, homemaker.

The former students were asked to respond to a series of questions by answering "yes," "occasionally," or "no" in the designated answer space. The following chart shows a complete listing of responses.

FORMER STUDENT QUESTIONS At the end of the consumer homemaking course, did you feel more able to:	Number of Responses		
	Yes	Occasionally	No
1. Plan purchases before shopping?	161	91	32
2. Follow some type of spending plan?	141	86	57
3. Give serious thought to values and goals (to what is truly important to you) and to what you hope to achieve?	166	85	33
4. Write down goals for spending?	62	110	112
5. Consider how your consumer decisions affect the supply and demand for specific goods and services?	81	94	109
6. Cooperate with your family in managing your own income?	128	83	73
7. Help in preparing the family budget?	81	62	140
8. Determine what family expenses are?	114	59	110
9. Have any type of savings program of your own?	157	39	87
10. Have a savings program now that you did not have before consumer homemaking?	106	21	155
11. File a tax return?	89	17	177
12. Separate information from persuasion in advertising?	92	80	112
13. Keep up with the new developments in a specific product?	57	99	127
14. Read the stock market reports in you local paper?	15	40	227
15. Are aware of several government agencies that help consumers?	146	45	92
16. Are you aware of investment programs and how to find information about them?	107	52	124

FORMER STUDENT QUESTIONS (Cont.)	Number of Responses		
	Yes	Occasionally	No
17. Were you made more aware of costs, methods, and obligations related to auto financing?	165	39	80
18. Do you know the legal responsibilities of auto owners and drivers?	186	45	53
19. Have you been to a stock exchange or listened to a stock broker discuss the stock market?	25	14	243
20. Do you concern yourself with information about various types of saving plans or businesses?	80	84	119
21. Are you interested in how our economy works?	90	56	138
22. Did you discuss or share with your parents the information and materials from consumer homemaking class?	111	70	103
23. Did your parents contribute suggestions to, or participate in your consumer homemaking class?	50	60	173
24. Did you help in developing the course objectives to be reached in consumer homemaking?	64	72	148
25. Do you think your consumer homemaking class offered various topics and units of worth to you?	185	51	48
26. Do you believe the class has helped you for your role of wage earner-homemaker?	176	40	68
27. When in class, did you ever set objectives or goals for learning situations in consumer homemaking?	88	76	120
28. Were you required to take consumer homemaking?	121	7	154
29. Did you take consumer homemaking by free choice?	151	8	123
30. Would you suggest to a friend to take consumer homemaking?	194	23	66

The former students felt the consumer homemaking course would be of most relevance at:

GRADE LEVEL	Number	%
Ninth	22	7.7
Tenth	59	20.8
Eleventh	59	20.8
Twelfth	102	35.8
No comment	42	14.8

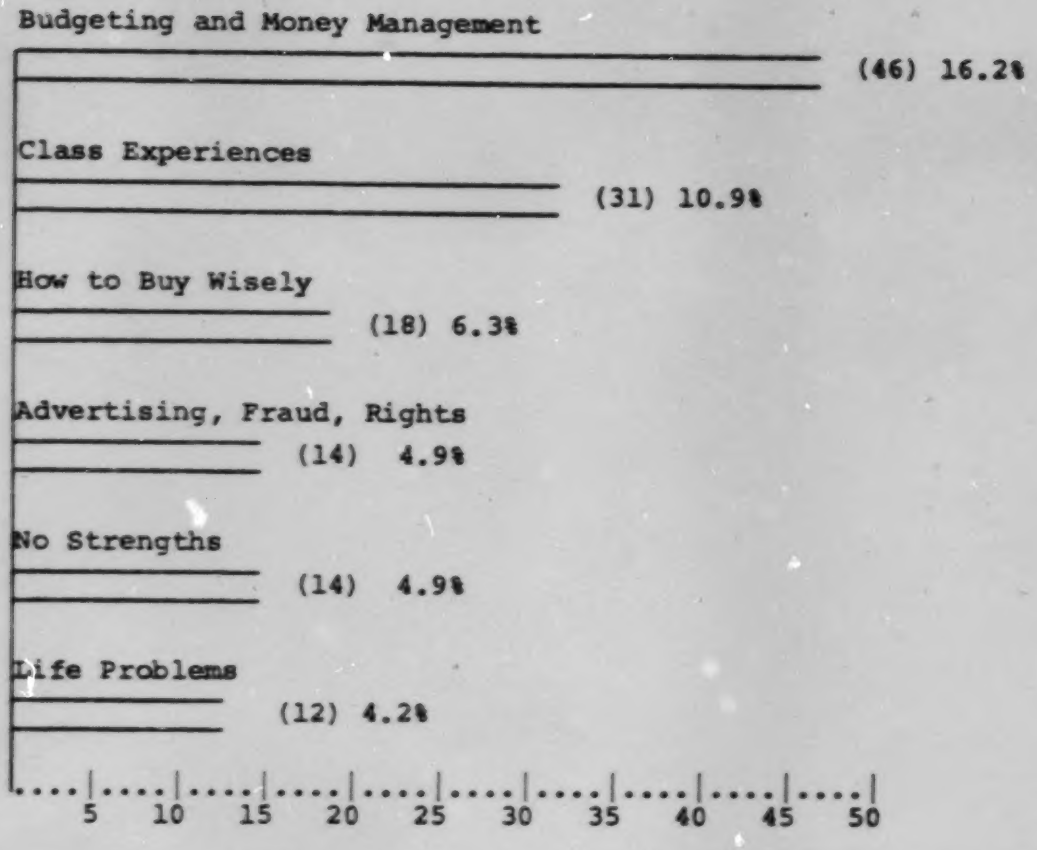
When asked "In what three areas do you feel you received the most help," 161 or 56.7% former students responded budgeting was the first area of most help; 88 or 31.0% responded buying goods was the second area of most help, and 69 or 24.3% responded consumer rights was the third area of most help.

The former students were asked what they believed to be the strengths or weaknesses of their specific consumer homemaking program. The next two charts indicate their replies to the questions.

STRENGTHS OF CONSUMER PROGRAM-- former students	Number	%
Budgeting and money management	46	16.2
Class experiences (good class, field trips, resource speakers, materials or books)	31	10.9
How to buy wisely	18	6.3
Advertising, consumer fraud, and consumer rights	14	4.9
Has no strengths	14	4.9
Cope with life problems	12	4.2

Strengths of Consumer Program

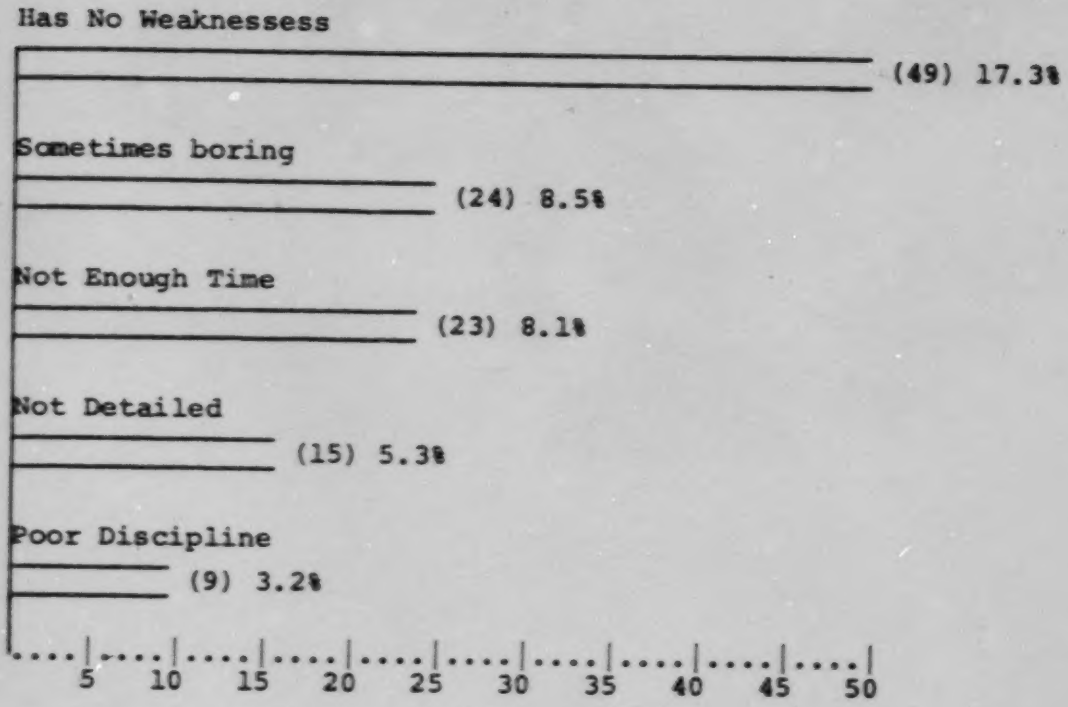
Former Students



WEAKNESSES OF CONSUMER PROGRAM-- former students	Number	%
Has no weaknesses	49	17.3
Sometimes boring	24	8.5
Course not long enough; need more time	23	8.1
Not specific or detailed enough	15	5.3
Poor discipline in class	9	3.2

Weaknesses of Consumer Program

Former Students



Parent's Interview

The parents selected for the study were chosen at random and were to represent a cross-section of the persons living in the specific community. The parents were interviewed in person. The questions asked and tabulations of the responses follow.

PARENT INTERVIEW Questions:	247 Total Responses		
	Yes	No	Don't Know or Not Answered
1. Are you aware of the consumer homemaking course in the high school?	208	42	0
2. Does the student have a budget?	92	157	0
3. Has the student started a savings account on his own?	142	106	0
4. Has student learned to budget his money to meet personal needs, wants and goals?	189	53	8
5. Has student improved, through consumer homemaking, in handling his own money?	177	67	7
6. Can student set priorities for spending, now that he has taken consumer homemaking?	185	63	2
7. In your opionion, does student know how to use consumer credit?	125	115	10
8. Do you think he knows more sources of which a consumer can obtain credit?	177	66	6
9. Do you think he is more aware of the cost of credit, such as service charges, interest, etc.?	186	55	9
10. After the student had consumer homemaking, can you tell if he has become more aware of deceptive practices and false advertising?	156	81	12
11. Has student been involved in purchasing groceries for the family, other than daily trips?	148	100	2
12. As a result of consumer homemaking, could the student plan and buy food for the family if given a week's budget?	162	87	1
13. Does the student have a clothing budget?	75	173	2
14. As a result of consumer homemaking, can the student purchase the majority of his wardrobe within a given budget?	180	60	10

PARENT INTERVIEW (Cont.)	Yes	No	Don't Know or Not Answered
15. As a result of consumer homemaking, does the student give evidence of trying to be well-dressed on a definite budget?	179	66	5
16. Can the student plan a functional, well-coordinated wardrobe as a result of studies in consumer homemaking?	186	55	9
17. As a result of consumer homemaking, does student judge the construction and wearing ability of an item of clothing before making a purchase?	174	69	52
18. Has student purchased an appliance, either large or small?	98	152	0
19. Does student patronize the same barber shop or beauty salon that parent attends? If not, why?*	82	168	0
20. Has student been involved with guarantees or warranties through personal purchases?	101	147	2
21. Is the student more aware of the costs of operating personal or family modes of transportation since taking the consumer homemaking course?	179	66	5
22. Does the student understand the legal aspects involved in automobile insurance?	154	86	10
23. In your opinion, does student show good judgement in the use of leisure time?	174	71	5
24. Is student aware of the pros and cons of renting, buying and building as a way of meeting housing needs since taking consumer homemaking?	103	135	12

PARENT INTERVIEW (Cont.)	Yes	No	Don't Know or Not Answered
25. As a result of consumer homemaking, has student expressed any interest in life insurance for himself?	40	209	1
26. Since taking the course, has student shown any evidence of being clearer in his values?	165	64	21
27. Has the student shown any evidence of getting information before making decisions, of weighing alternative courses of action?	178	71	1
28. Were you involved in helping plan the curriculum for consumer homemaking?	14	236	0
29. Did you participate any time in class sessions?	7	243	0
30. Can you see this program helping students assume the dual role of homemaker-wage earner?	186	52	12

*Question 19, if not, why? Reasons given were: does own hair (31); doesn't go (17); doesn't go often or goes occasionally (16); doesn't like barber or hairdresser (7); dad or mother cuts hair (2); goes to stylist (1); can't afford (1); in college (3); father goes to out of town barber (1).

31. STRENGTHS OF PROGRAM--Parents' Views	Frequency
Don't know the strengths	78
Helps in budgeting and money management	40
A well-organized, helpful, practical course	35
Teaches comparison, selection and good buying practices	26
Helps student to plan, to prepare, to realize cost of daily living; to learn to make good decisions	28
Concerns consumer laws, legal forms, warranties, frauds and false advertising	11
Good information about credit	3
Study of insurance	2
Emphasis on home furnishings and planning the decor of a home	2
No strengths to program	2
Effective teacher	1
Information on time management	1

32. WEAKNESSES OF PROGRAM--Parents' Views	Frequency
Don't know the weaknesses	103
No weaknesses	31
Course needs more emphasis on investment, stocks, bonds, and consumer education	4
Child did not get much from course	3
Not enough time for class	2
Needs to be offered at a later level	2
More classes are needed	2
Should be offered before senior year	1
Need to include time and energy managing (such as dishwashing)	1
Didn't realize the class was consumer homemaking	1

33. HAS THE STUDENT BECOME A WISER CONSUMER-- Parents' Views	Frequency
More informed in comparison shopping and buying	72
Has not improved or cannot see the difference in student	31
More aware of the realities of daily living problems, expenses and decisions	9
Do not know	8
Spends more wisely and cautiously	8
Yes, believe course has been useful and will be more so when student is older	8
More aware of consumer rights and consumer problems	8
Manages money more wisely	6
Learned more about coordinating wardrobe, fabrics, and clothing costs	5
Compares food quality and costs more effectively	3
Can now "save" for an item	2
Information concerning furnishings and appliances for home	2
Does good job managing time	1

INTERPRETATION OF DATA

Each instrument was constructed for computer analysis, with the exception of the Parent Interview questionnaire. The Administrator, Teacher, and Former Student questionnaires were key punched for frequency count. The Student questionnaire had an answer sheet included to be marked by the student. The answer sheets were analyzed by the computer for frequency count. A Chi Square test was run on 17 different responses to find out if there were a significant difference between the male and female responses. Each of the open-end questions on the Administrator, Teacher, Student, and Former Student instruments were hand tabulated and categorized according to the responses. The Parent Interview form was set up for a "yes," "no" possible response which was hand tabulated. Any comments and the open-end questions on the interview form were recorded and categorized.

Analysis of the data pointed out the following strengths and weaknesses of the consumer homemaking programs.

The teachers indicate they feel the Junior and Senior years are the grade levels for consumer homemaking.

present:	9 and 10 = 36.9%	11 and 12 = 134.3%
prefer:	9 and 10 = 30.6%	11 and 12 = 143.3%

Twelfth grade level was also indicated as the preferred level by 102 (35.9%) former students.

Administrators and teachers expressed the lack of males in the course. These statistics showed that there were more than two females to each male enrolled in the course.

Administrators, teachers, students and former students mentioned that the course should be longer. In one school where it is taught nine weeks, the students placed this problem as the greatest weakness.

Changes anticipated by the teachers show the material covered will be basically the same but they plan to employ more use of aids, trips, and resource speakers.

There were 477 students and 49 former student responses claiming the course has no weaknesses.

Students ranked the teacher as being a strength of the course.

Administrators, teachers and students agreed that the course definitely prepared the student for facing the future and its problems and varied situations.

Administrator and students agreed that budgeting and money management areas were extremely valuable. Also the students agreed there was good coverage by teachers of the areas.

Present and former students both agreed that the following areas were extremely valuable and helpful through the course:

a. Budgeting and money management

b. Judging the quality and buying of goods

1. How to shop and buy wisely
2. What to consider when buying
3. Awareness of fraud
4. Avoiding being cheated

c. Purchasing and maintaining an automobile

Both students and teachers responded low student interest as being a weakness.

Students requested more field trips and resource people. Teachers complain that the resource people are needed, but are not available for various reasons.

Administrators, teachers, and students rank textbooks as being a major weakness.

All five sources indicate the parents have little involvement in the program. The administrators feel the parents support the program and some 23 (17.4%) teachers involve the parents in the evaluation of the course.

In the 519 cases where the students (and 24 former students) indicated the course was boring, questions need to be raised as to the reasons for this. Are current topics being used? Is the content not relevant to the age level? Are the textbooks not up-to-date? Are the students not being involved actively in the learning process?

Students mentioned the textbooks were out-dated, poor, lacking in number or lacking. The reasons for this need to be examined. With the funded contracts, funds are available for reference and teaching materials. Are these

not being used for this purpose? Are teachers not aware of current books and materials which are available?

There were 11 responses from teachers indicating the length of their consumer homemaking course is nine weeks. According to investigation of written contracts, two programs are nine weeks in length.

The administrators felt the consumer homemaking course was a practical and good course. They indicated a need to reach more students, and felt there was a lack of textbooks and enough good materials.

The teachers indicate they are teaching to the individual needs and ability of the student. They indicate budgeting, money management, and buying practices to be the major needs of the students, and are receiving feed-back from the students to indicate these were learned. The teachers indicated the program would be most effective at the eleventh and twelfth grade levels.

The students indicated budgeting and money management, judging quality of goods and services, saving money, and purchasing practices were the subjects they learned the most about. The main weaknesses mentioned by the students were: not interesting or boring and the course needs to be longer.

The former students indicated the consumer homemaking course would be most relevant at the twelfth grade level. Their response indicated their strongest areas of learning were in budgeting, shopping, and purchasing. Former students said they would recommend the course to others.

The parents are aware of the consumer homemaking program in the schools, although very few were actively involved in it. They indicated the program was helpful in preparing for the dual role and felt budgeting, buying practices, and awareness of daily cost of living were the strong points.

Observations of the investigator indicate one of the needs of the teachers seems to be help with value clarification techniques. The teachers indicated they felt value clarification is one of the needs of the students, yet the students do not indicate this as being learned. In Appendix B of this report are examples of value clarification instruments being used at Cahokia and Calatia, Illinois.

Chi-Square Test

SUBJECTS--learned or not learned from course	Chi-Square	Degrees of Freedom	Significance Level
Satisfaction from my money	1.29161	1	.30
Decide what to buy	2.81090	1	.10
Judge quality	14.32958	1	.001
How to use banks	44.63289	1	.001
How to save money	21.09300	1	.001
Avoid being cheated	35.09601	1	.001
How to shop	68.25835	1	.001
*Budget food for a family	102.03259	1	.001
*Buying a car	236.36990	1	.001
Follow a spending plan	29.04131	2	.001
Give more thought to values	63.33983	2	.001
Aware of affect on supply and demand	12.05555	2	.01
More aware of investment programs	17.57716	2	.001
Class offers varied topics of value to you	7.95134	2	.02
Class will help in future role	52.83092	2	.001
Can separate information from persuasion in ads	15.42594	2	.001
*Plan week's food for family	153.83290	2	.001

*Budget food for a family--55% of the boys did not learn and 61.6% of the girls did learn.

Budget a car--this was not learned in class by 52.5% of the boys and 76.1% of the girls.

Plan week's food for the family--this was learned by 55.5% of the boys and 74.5% of the girls.

Other interesting facts brought out by the Chi-Square test were: boys learned about fraud, yet girls did not; a large majority of both sexes did not learn how to use banks; a majority of boys did not learn how to shop, but a majority of girls did; less than a majority of boys (47.5%) and girls (46.7%) learned about investment programs.

SUMMARY

An investigation was made of the consumer homemaking programs in the Illinois secondary schools to determine: evidences of ways the consumer and homemaking education programs have helped disadvantaged youth in assuming the dual role of homemaking and wage earner, data which identifies the strength and weaknesses of consumer and homemaking education programs in helping disadvantaged youth assume the dual role of homemaker and wage earner; and the current and projected needs for professional education programs and curriculum development which will help teachers to implement and upgrade consumer and homemaking programs.

Examination was made of the courses of study and contracts filed in D.V.T.E., Springfield. To obtain an overall view of the programs, students, teachers of consumer homemaking, and administrators working most closely with the programs were questioned. An on-site evaluation of a 14% sample included interviews and questioning of former students of consumer homemaking and parents of present and former students. An in-depth study of Galatia, Herrin, Cahokia, and one school in the Chicago city system was made. This involved a visit to the school by the investigator to collect evidence with respect to all objectives of consumer homemaking by interviewing vocational directors, administrators, curriculum

directors, consumer homemaking teachers, enrolled students, parents, former studetns, and class observation.

An instrument was devised for each of the five groups questioned. The teachers were contacted by phone to explain the project and ask for their cooperation. The teacher, administrator, and student questionnaires were then sent to the teacher. The on-site schools were visited and, through arrangement made with the teachers, parents and former students were interviewed. In some cases, the former students were unavailable for a personal interview and were given the questionnaire by the teacher.

There were 144 funded active programs in the Illinois secondary schools. Instruments were sent to 149 schools, 27 of which are in Chicago. Of the 27 Chicago schools, 6 schools returned the instruments, giving a 22.2% return. Of the 122 other schools, 115 schools returned information, giving a 94.2% return.

Evidence from 106 administrators, 136 teachers, 4524 students, 284 former students, and 250 parents point to the conclusion that the objectives of consumer-homemaking programs are being fairly adequately met.

Administrators indicate that the percentage of economically disadvantaged students enrolled in consumer-homemaking is consistent with the percentage enrolled in school.

Student responses regarding the estimated income of their parents, however, would lead to question whether or

not the program is reaching the economically disadvantaged. The validity of the students' responses may be open to question in that it is possible that students did not know the income of their parents, or students increased the figure if they did not know as a way of increasing their own feeling of prestige. Nevertheless, attention needs to be given to this aspect of the program--the extent to which the economically disadvantaged are being reached.

Administrators, teachers and students ranked the course highly as being valuable, interesting, practical, useful and having a wide variety of areas being covered.

RECOMMENDATIONS*

Programs

To encourage development of programs in counties where there is substantial unemployment, general assistance and aid to dependent children. For example, Pope, Hardin, Jasper, Effingham, Clinton, Lawrence, Rock Island, Henry, Macon, Christian, and Winnebago counties are lacking in programs or number of programs.

To encourage male students into the program.

Length and Make-up

Offering the course at the 12th grade level is the consensus of all groups.

Students, teachers, and administrators expressed the strong opinion that the length of the program should be at least one year, particularly in those situations where the course is one semester or nine weeks. Therefore, extending the time of consumer homemaking classes would be desirable.

Teachers' Needs

Teachers expressed the need for help with:

1. How to work with the disadvantaged
2. Evaluation
3. Curriculum development
4. Teaching techniques
5. Ways to stimulate and speed interest

It is recommended that workshops are continued in various areas of the state dealing with these and other needed items. It is suggested that consideration be given to attendance at a workshop as a requirement for awarding or renewing a contract.

Curriculum

It is evident from questionnaires and observations that in a small percentage of programs the skills of clothing construction and food preparation are being taught. These are appropriate in the traditional homemaking programs but are not to be included in consumer homemaking. The state staff and teacher educators should continue to emphasize appropriate curriculum planning.

*Recommendations are those of the investigators, not of the Board of Vocational Education and Rehabilitation.

CONCLUSIONS

In general, the data supports the conclusion that the consumer homemaking programs are fairly well reaching the objectives. Former students were sure that the program should be continued and should be a required course. Parents were supportive of the program. Administrators, teachers, and students currently enrolled expressed many positive gains and made suggestions for improvements.

It is hoped that these suggestions will be implemented for further development and strengthening of consumer homemaking programs.

APPENDIX

A

Anecdotal Evidences

Each teacher was asked to include any "success" stories which would show the worth of the consumer homemaking program. During on-site visits, additional evidences were collected from the teachers, students, former students, and parents.

The following section is a representative sampling of the many responses collected.

From Teachers

"I have a young man who came into my class known as a problem student; can't read above 3rd grade level, writing the same.

He works full time night shift (3:30 - 11:30) making last year over $10,000 (more than his father). He is a senior. Has a beat up old car.

He has opened a savings account, and is learning to manage his money. He has gotten a raise this past year, doesn't miss work and is regular in school attendance which is a change.

He is very interested in learning to manage his money and have a better life than he has had. I hope I have helped him the 45 minutes a day I have him in his senior year."

"Phyllis is now a college graduate with two small children. She told me recently that of all the subjects she took in high school the consumer homemaking class (we call it 'Modern Living') had been more practical help to her than all of her other high school courses added together. She said she especially appreciated the decision making basis it had helped her to formulate. She also felt it had been very helpful in her management of time and energy."

"Martha said, 'Mrs. _____, do you know why I am in this class even though I have not had any other home economics courses?' I said, no, but that I was glad to have her anyway (I had extended the truth slightly because this was a controversial, argumentative type). She then said, 'My sister-in-law told me to be sure to take this course because I'd learn more from it than any other offered in this school.'

The sister-in-law was enrolled last year and was such a quiet, noncommital little girl that I felt at the time she was learning little from the class that would be worthwhile for her life."

"One student is now going to be able to go on to school after high school because she is planning her spending, etc., so that she will be able to go. Before she thought it was impossible for her to even think about going on to school because of finances."

"One married student reduced her food costs by 1/2 during a food budgeting unit."

"A married girl in the class made a study of the different types of housing. As a result of her findings she and her husband have decided to build a home rather than buy a mobile home."

"I have had students tell be that Consumer Education was the most practical course they had had in high school. For the most part, my students have been those who have not been in either home economics or general business classes and there would be some validity to their reaction."

"One student planned marriage but not work. After studying the costs, she changed her mind and decided to work at first to get their marriage on a good financial basis."

"The students ask to take consumer magazines home."

"Student became aware of cost of setting up housekeeping; plans to work before marriage at least one year."

Reactions to a questionnaire, 1972, sent to graduates indicates that a mini-course in consumer education, The Dual Role of Homemaker and Wage Earner, was one of the most valuable courses taken during their four years in high school. This course under contract with the Special Programs Unit, Division of Vocational and Technical Education, Springfield, was taught during the 1970-71 school year at Media High School, Unit District 103, Media, Illinois. Unit District 103 has since combined into Southern Unit District 120, Stronghurst, Illinois.

From Students

"Since I was in the consumer education I know more about the values of items and how to manage a budget and get loans. I think that this experience helped me to win the Betty Crocker Homemaker Award in my school."

"We were studying Consumer Education in my Home Ec. class. We were talking about prices and this started me thinking. My father has recently started a habit of making me run to the (A&P) store about 8:00 for milk almost every night. We also have a milk man who comes every Monday, Wednesday, and Saturday leaving a gallon on Monday and Wednesday and two on Saturday.

One night on my way to the (A&P) I figured the milk at the (A&P) was 99¢ which (if we buy our usual four gallons) it would cost $205.82. We are now paying the milkman $260.00 a year. The milk costing $1.25 a gallon. Since we live so close to the store and usually go there almost every day we really don't need the convenience. We would be saving $54.18. I felt it would be cheaper for us to quit our milkman.

I told my dad and showed him my figures and our milkman delivers his last gallon Saturday. This might not be best for every family, but ours might have a little extra spending money next year. Thanks to Mrs. ____."

"The class of Consumer Ed. was very important to me. I'm a wife and mother and I was at the time.

Many of the things that we studied I didn't know much about it eefore that time. The study on grocery buying helped a great deal. I feel that it was one of the most important subjects.

The Social Security segment was very helpful. I think everyone should study it. It makes things a lot clearer. I understand more about it than many of the people I've talked to.

In the class, for term papers, we all did in-depth studies of different fields of the economy. We each chose a different study field category. Mine was Child Money Managing, there also was, funerals (their cost and what was needed), buying a car, Social Security, advertising, sales (their honesty and dishonesty), etc. Each of the reports were done separately and orally in class, note sheets were provided as part of the report. This gave each student a reference for future use.

Housing will be coming in handy very soon now. We are planning to buy a home in the near future. That is our main goal for the future.

In summary, I think Consumer Education was one of my most important classes. I feel any student taking it feels the same way."

"Since I have started to college, I have been in several situations where my knowledge gained in Consumer Ed. has helped me. For instance, it seems much easier to budget my money and hold unnecessary expenses to a minimum by applying what I learned on budgets in class. Also, the unit on housing helped my in deciding on an economical and practical place to stay. When buying groceries for Sunday evening meals, I find that I check and compare prices and read the labels, which I probably never would have done without having studied the unit on food and packaging.

There are, of course, many other instances where I have applied, and benefited from my knowledge gained in Consumer Ed. I hope this note shows how valuable I consider

Consumer Ed. to be, especially to college-bound students. I have benefited immensely from the course, and I commend you (the teacher) on your methods of presenting the material in an interesting and educational manner." Danny

"I am now in college and living away from home. I am sharing an apartment with a friend. Between the two of us we make a little over $200.00 a month. I have put quite a bit of the information I learned in Consumer Education to work. Although we receive help from our families we must stretch our money as far as possible. Information on buying groceries, advertising, and budgeting has been very beneficial to me." Gregory

"Greg's father and I were very interested in the consumer education course given in the high school. We read quite a bit of the study material and found it to be both interesting and beneficial. I would like to have an adult class on consumer education given here at the high school. In these days of rapidly rising cost of living, we need as much help as possible in making our money go as far as possible. I'm sure the course would benefit me greatly." Gregory's Mother

"Recently I was looking at used cars. Since I know nothing about engines or the different makes of cars, I looked into my notes from Consumer Education. In these guidelines I found enough information to help be tell the difference between a good used car and one in bad shape. With this information I was able to choose a good used car."

"Consumer Education has helped me in choosing the right type of insurance. The amount of premiums, amount of coverage and what is and isn't covered. It has also helped in fuguring bank interests and in wiser buying of products." Harold

"I am eighteen years of age and am planning to go to college. My father has been dead for twelve years. Consequently, I have problems unlike those of my classmates. I need to understand the conception of loans and finances."

"The unit that I received in Consumer Education on Social Security has proven to be exceedingly helpful in planning my education. I know all about my benefits and through Consumer Education I know how to use them wisely! I have chosen a college education as my short-term goal and I plan to use all of my resources to attain my goal." Susan

"There have been many occasions when I've used what I have learned in Consumer Ed.

For one, I can purchase clothes more effectively because I stop to consider more than its price and appearance. Such as cleaning bills, how well it fits into my wardrobe and others.

Second, I've learned the art of saving money to get what I want, like my class ring. I paid for it myself; it took awhile but it means a lot more to me than if my parents would have paid for it because I realize the value of money more.

Also I consider quality and quantity when I buy anything--mostly groceries.

These are just a few of the things and time I have used what I learned from Consumer Ed.

Consumer Ed. was one of the classes that benefited me most so far since I started high school."

"The term report on cigarettes has changed my whole life. I knew about the harm they do for the body but it had never really meant much until now. I have quit smoking now for two weeks and hope I can continue."

"I have become more aware of fake or false advertising, and how to spot them."

"The course needs to be longer, it is as important if not more important than any high school course."

"I used to just throw money away. I didn't know how to use it but when I got into this class my eyes were opened and I learned how to spend it. I realize now it goes fast so I try to buy only necessities."

"I needed a life insurance policy. This class helped me to select in a sensible way the kind of insurance I needed for my wife and me."

"I just bought a new car. Those points on how to buy a car sure helped me."

"This class helped me fill out my income tax. Before this I didn't know anything about it."

"Learning about materials and what they do has helped me in buying my clothes since I buy all my own clothes."

"That you should think before you spend and that before you buy a bunch of little things you could really do without, you could save your money and buy something bigger and more worthwhile."

"I wished I had had this course sooner. My husband and I just bought a trailer and got our loan from a small finance company. I had no idea the interest was so much. Never again."

"Now that I am married and have a child the big thing that has helped my more than anything is saving on food especially the use of non-fat dried milk. But I have just used everything we learned and will continue to use these things as long as I live."

"I am a high school senior and took consumer education the second semester of my junior year. Through a knowledge of my goals which were explained in consumer education, I was able to determine what training and education I needed after high school to obtain these goals. Knowing how to plan and follow a budget enabled me to devise a spending plan which would effectively use my financial resources. The unit on credit helped me determine what educational loan program would best help be save money through low interest rates.

The units of study in consumer education combined as a whole to give me a better well-rounded background with which to effectively exercise my rights and responsibilities as a consumer."

"I recently purchased a new stereo combination (AM-FM-record). I had a choice between three different brands, with some difference in price, but quite different in performance. I decided which one fit my needs best and financed it for one year. By budgeting myself I was able to pay it off in one month, so I saved myself $50 finance charge and 20% interest on $200."

From Former Students

"Beverly (graduated after fall semester this school year) is working part-time and enrolled in Draughn's Business College: Modern Living changed my life!, etc."

"I think Consumer Homemaking should be a required subject. You can learn so much in so little time without being confused. I really enjoyed this course along with learning so many new things."

One teacher decided to send a questionnaire to all the students she had had in the past three years. She sent those results to us. The following is a listing of her questions and tabulations.

QUESTIONS	Definitely	Occasionally or Somewhat	Never or of No Value
1. Can you now see how to use credit effectively without paying high interest rates?	20	5	
2. Do you consider goals and values in your spending plan?	20	6	
3. Do you understand how the economy works?	12	13	
4. Can you use a budget effectively to your advantage?	18	8	
5. Do you know what to look for in buying a car?	21	5	
6. Has the unit on housing helped you find a place to live?	9	5	8
7. Did insurance help you decide what kind of insurance and how much you need?	10	10	6
8. Do you understand how social security works?	14	11	
9. Can you look at advertising objectively and determine its usage?	21	4	
10. Have you become more aware of the importance of consumer rights and responsibilities?	22	3	
11. Do you put price comparison to effective use?	19	5	
12. Do you feel that a unit on banking helps you to decide what kind of bank to patronize?	15	6	
13. Can you now buy clothing effectively?	17	8	
14. Has Consumer Ed. helped you any in saving on grocery bills?	14	7	4
15. Can you now read labels more effectively?	21	3	1
16. Are you aware that a working mother does not show a profit of her total pay check?	18	5	2
17. Do you know the value of an allowance for a child rather than handouts?	22	2	1

From Parents

"It should definitely be continued. Not only did her daughter learn a great deal but she, the mother, learned a great deal through hearing her daughter discuss the materials taught in class. She thinks a teacher is more effective in this type of teaching than a mother can be. Let's face it--Mothers simply do not teach these things any more."

"The course is essential to young marrieds. The lessons in budgeting were invaluable to her daughter who married immediately after graduation. This was the only training in budgeting the daughter had. Nothing could be substituted that would be more helpful. The studies in relationships have helped the daughter make a more successful first year of marriage. It helped her know what to expect of marriage."

"Two daughters have had Modern Living. The older daughter has been married two years and has made a very frugal homemaker. She works at the glove factory; she and her husband have bought a trailer. She thinks the course had a strong influence in her ability to manage time and money.

The younger daughter is finishing beauty school in June and plans to be married in the summer. She thinks Modern Living and other home economics courses are the most important the girls had in high school."

"As far as I can tell, the strengths of the consumer homemaking course are the very effective way in which students are made aware of practical family buying and budgeting, made aware of consumer frauds, learn to make wise purchases and have a better understanding of the general cost of living. I don't believe that before Sheree took this course she really cared or gave it a second thought as to the general cost of living and family budgeting.

In general, I believe my daughter has become a wiser buyer since taking this course. She watches the prices of items, compares the cost, quality, weight of contents and packaging of items. When doing the family grocery shopping, she knows how to save money by purchasing some items in quantity, watches for the quality of goods, is aware of the exorbitant cost the consumer pays for fancy packaging and is aware of 'gimmick' or faulty advertising. Sheree learned a great deal and I feel the course is a definite asset for any student at the high school, boys included, if they take advantage of it."

Mr. and Mrs. _____ purchased (from Sears) and paid cash for a range with self-cleaning oven. After the first cleaning cycle, food products would not bake. Cakes were never done and the preparation of a roast seemed impossible. Sears was contacted and a serviceman was supposed to have made the necessary adjustments to the thermostat. After the next cleaning cycle, results were the same. The repairman made his second visit more reluctantly. Again and again the procedure was repeated. Finally, the consumer ed. class was contacted and class members experimented with baking. Oven performance was not satisfactory. An oven thermometer was obtained and temperatures along with time required for reaching various temperature levels were reported to Sears. Sears continued to declare no oven deficiency. Finally C.I.P.S. was called to check power going into the house, and no problem reported. After 14 service calls, Sears offered to refund the customer's money if the family would be responsible for delivering the range back to the store.

When the stove (range) was moved out and inspected, insulation was inferior and the high temperature of the cleaning cycle had damaged the appliance. Had the daughter of Mr. and Mrs. _____ not been in class where consumer protection had been studied, they would likely have given up and not pursued the problem to the money back guarantee. The family still expressed gratitude for class participation and interest in their problem.

This has been our greatest community service.

Students in the program in the high school at Cahokia wrote a series of articles for the local newspaper. A sampling of these is given in the following pages.

Help for the Consumer!

From the Office of Concerned Consumers
Columbia's High School Students

One more article about recycling—can you stand it? We have so far talked about industrial recycling, where old paper, glass and cans are processed in order to be reused. This helps each of us in that our resources will not be wasted and, hopefully, will not run out so quickly. Also, there will not be as much garbage to deal with.

We asked you to help by sending your old (clean) glass and cans and also papers to the high school, where Mrs. Smith's conservations classes are collecting these products to take them to stations where they can be recycled. There has been little response. Apparently few people care.

Perhaps you will care if we bring the problem closer to home. How many rolls of paper towels, wax paper, aluminum foil, Handi Wrap, etc., do you go through in a month?

Are you the type who grabs paper towels one after another for innumerable jobs or sets the table with paper napkins even if not needed and then throws them away?

Every time we use paper products we are helping destroy the trees that take years and years to grow. Is it worth the destruction of our forests for this little convenience? We're not saying that you should give up the niceties of our modern age but we are asking you to at least think about it.

And what about cost? How much does all this convenience cost? We're asking you to do a little recycling in your own home. Not only will it help make our resources last longer, but it will also save you money.

SAVE MONEY? Yes, you heard right. And what can you buy with that extra money that you would not otherwise have? The following household hints WILL save you money. It will also help save our resources and help reduce the amount of our garbage. So, earn yourself a reputation for being thrifty, socially and ecology concerned.

1. PAPER PRODUCTS VERSUS WASHABLE MATERIALS. Instead of grabbing that paper towel to wipe up that spill what about using a rag that can be used, washed and used again. The cost of washing is almost nothing, especially when compared with the cost of paper towels.

Whenever possible, use cloth napkins instead of paper ones. If paper napkins are used and hardly soiled, try using them again, or using them as a paper towel. For draining bacon, etc., use a brown paper bag (unless you were going to take it to a recycling station, that is).

2. ALUMINUM FOIL. Don't crumble it up and throw it away! Merely wipe it off and fold up. It can be used again, just as you would an aluminum pot. Foil can even be placed in the dishwasher if you use one. And don't forget all that "free" foil that comes on T.V. dinners and other food products. Save those divided dishes, also great for picnics and camping. Also it can be used for freezing your own leftovers (also your own T.V. dinners!)

3. SANDWICH BAGS AND WRAP. All can be used again, especially bags. All they usually see is crumbs anyway. Have the hubby and the kids return them. Stick them in a pocket or in the lunch box so you don't forget. One family we know hasn't bought bags in 2½ years!

Plastic is one of those scientific unmentionables-nonbiodegradable, which means that they will not break down into natural components as food stuffs do. Everytime you throw plastic away, it stays as plastic unless burned, and then it just melts. So try saving those bread bags also and reusing them for storage, packing, etc.

4. WAX PAPER. Even this can be used again if wiped and folded.

Try these tips, won't you? You'll save yourself some money and help save our resources. PLEASE — the world needs your help.

If you have any consumer complaints, questions or comments please let us know. It would help us a great deal and we may be able to help you. Please write: Concerned Consumers, c/o Mrs. P. Menke, [illegible] Range Lane, Columbia, Ill. [illegible].

Help for the Consumer!

From the Office of Concerned Consumers
Cahokia's High School Students

Sales — Real or Fake

By Sandy Wagner

Very few of us can resist a bargain; the art is in knowing a real one when you see it. The American shopper must be as informed as possible in order to avoid being taken in by fraudulent advertising or selling practices.

One of the oldest tricks in the book is the phrase "going out of business—everything reduced." When you see such a sign on a store window, you can be almost certain the store will be there next month or next year, selling inferior merchandise at supposedly reduced prices.

Occasionally, a store will advertise a bargain-price sale on a brand-name item with a known standard price. You will probably rush to the store, only to find that somehow they are all sold out.

You can be sure the sale never really existed, or the store was limited to very few pieces. Undoubtedly, the salesman will try to interest you in another product. Obviously, you have been lured into the store on a false pretense.

Untrustworthy stores will claim almost anything, but a few reputable stores have attempted to standardize bargain language so their customers will always know what they're talking about.

Commonly used words such as "originally," "reduced from," and "such and such a percent off" should mean that the same merchandise was priced higher at that store, recently, in the regular course of business but doesn't always.

"As is" is another common phrase; be especially careful of merchandise marked in this way. Go over it carefully. Remember that this merchandise is not returnable—if you don't discover its flaws until after you get home you're out of luck.

Here are some points to remember when bargain hunting, as given in "Better Buymanship, Dollar Sense," by the editors of Co-Ed magazine. They will help you recognize a true bargain and not be misled by a phony one:

1. Don't buy something because it looks "too good to miss". buy according to your needs.

2. Try to select what will give you more for your money. Compare real values. Real value is not always the same as "real expensive."

3. Inspect merchandise and read labels carefully. Seek out hidden reasons for reduced prices.

Cahokia Herald, Cahokia, Ill.
Page 3-C Thurs., March 4, 1971

4. If a store isn't known to you, think twice before handing your money there. Stick with stores whose operations are known and respected.

5. Be a comparison shopper. Familiarize yourself with the prices of brand-name items so you'll know a true bargain.

6. Avoid fads, no matter how much they cost usually marked down because they're on the way out.

7. Ask about the store's policy on returns or exchanges. Non-returnable merchandise should be marked but sometimes isn't.

If you have any consumer problems, questions, or research you would like done please write Concerned Consumers, c o P. Meske, Rte Range Lane, Cahokia, Ill 62206.

Help for the Consumer!

From the Office of Concerned Consumers
Cahokia's High School Students

By Gloria Amos

HELP YOURSELVES TO CARE FOR ?

Well, now that Christmas is over and you have your new clothes, do you ever stop and wonder: How am I going to care for this new dress I just got? Or, how am I going to clean Debbie's sweater and Johnnie's new pants? Am I going to wash this blouse out by hand or machine wash it? Will it be all right to wash it?

These are some of the things you're going to have to consider when the time comes to wash your new garments. Sure you can save all the tags that come with them, but who wants a file cabinet full of tags for all the family's clothes?

Grandma didn't have the problem of not knowing how to get the family's clothes clean, as many mothers of today have. She could walk into the store, see a fabric across the room and immediately know how to care for it. But nowadays if you walk in the store you can buy something not having the slightest idea of how to care for it unless there is a tag telling you how.

In grandma's day there were only four main fabrics. But today we have all the manmade fibers to contend with which cause a lot of confusion because [illegible] simply don't know how to care of them.

[illegible] to find out for ourselves, for instance, that some media under a hot iron. The government did pass a law to make all manufacturers put permanent labels telling fiber content on products. But even still, there is the problem of the many different names we have for fabrics. Nylon, for instance, has as many different names for it as there are people who [illegible] know it's nylon?

And this is only the beginning. That's just the fibers. Now when they start combining them with one another or when they start combining them with cotton, silk or wool and then the dyes, our complications are even more magnified.

[illegible] with all these different fabrics (10 million [illegible]). How are we supposed to know how to clean and care for each of them?

Realizing some of our problems, manufacturers have tried to help by putting what they call hangtags on the clothing and supposedly we're to keep these. But if you saved all the tags off of every piece of clothing you got, you would have to turn yourselves into file clerks and your laundry room into nothing but a file cabinet. And who wants that?

So usually we end up not saving these, nor should we have to. Besides being troublesome to keep these hangtags are not exactly a solution since sometimes the language used is not understandable nor even literal. For example, everyone has found that fabrics which have a tag which says "Never Needs Ironing" are not exactly true unless you don't mind walking around looking a little bit wrinkled.

Women aren't the only ones who have these problems. Laundries and dry cleaners need the same information we do to know how to treat all these different fabrics. Someone is going to have to let us know. But who?

The Federal Trade Commission is wondering what to do to help the consumer out. They are strongly considering the proposed rule of having manufacturers put on permanent labels telling how to care for the garment.

This way you would always know if you should wash by hand, iron with only a warm iron or preferably machine dry.

The only problem here is that it is going to cost manufacturers money, and this cost will inevitably be handed on to us, the consumer. The question is which cost would we rather pay?

If you've ever ruined a garment by improper care you may feel the cost of permanent care labels is well worth it. Or perhaps "exception labeling" is the answer. In this case, permanent care labels are applied only if there might be some question as to what its proper care would be (in this case, an item not labeled would simply mean wash and dry as usual).

The FTC has not yet made up its mind. You now have the opportunity to have a voice in the matter. What do you want? If you have any opinion on this matter, let the FTC know, for it is only through concerned voices will they know what consumers want.

Do you want permanent care labels on all garments, or perhaps exception labeling or maybe none at all. This is your chance to say something about what is happening in your government.

Please write. The address is: Federal Trade Commission Headquarters, Washington, D.C., 20580. Let them know what you want!

Please send consumer complaints or comments to P. Meeke, [illegible] Lane, Cahokia, Ill. [illegible]

Help for the Consumer!

From the Office of Concerned Consumers
Cahokia's High School Students

YOU Can Make Safer, Sturdier Cars — Here's How

By Debbie Rogers

Our last article was about car safety or rather the lack of it. We promised at that time to write an article about what you can do about producing safer cars.

The first thing we would like you to do is to care. Most people just care about whether or not their car will get them where they are going, if it will impress their friends and neighbors, if they can afford it, or whether or not it has all those little interesting gadgets that make it luxurious.

But cars are built to fall apart and a consumer has no choice in the matter; it is a hard, cold fact that he just has to learn to accept. Your first accident brings home very quickly the fact that a car's injuries are very costly to repair. Why do they have to be that way?

If you would like to do something about getting safer, less fragile cars on the market there are several things you can do. (1) Write the car companies themselves, (2) express your thoughts to government officials, and (3) persuade the insurance companies to do more.

Every car manufacturer tries to produce what the consumer wants so that we will want to buy its products. If you tell them what you want in the form of a letter to the executives of the companies they will not only listen but they may start believing that we really do want sturdier cars. You may think they won't listen to what you're saying, but you aren't the only one complaining about safer, less fragile cars. Also, what you are talking about involves money and that's what the companies are in business for.

The government is steadily increasing its concern about safety on our highways. It, too, feels that much could be done to produce safer cars, and may take more than one step to encourage it. But it won't push for something that the citizens are not behind or don't care about.

Tell the officials that you care and would like something done about it. Our Representative is Melvin Price, and he wants to hear your opinions. Write him. His address is 2468 Rayburn House Office Building, Washington, D.C. 20515.

Last, but not least, we can try to persuade the insurance companies to "push" the car companies into producing better cars. Ralph Nader has stated that this may be the most effective thing to do. Insurance companies have both power and money—two factors which can make things move.

Why do our insurance rates rise? The insurance companies easily explain that it's due to such things as cars being built more and more fragilely, the cost of labor and parts have risen, there is more damage done in accidents now, etc., etc.

The question that Mr. Nader brings up is why do these costs have to be passed on to the consumer? We are not willing to pay for fragile bumpers that can't even stand up to impact at 2.5 MPH! Is this what consumers want?

Ralph Nader has suggested that instead of the insurance companies passing the cost on to us that they should turn around and demand that the car companies make sturdier, safer cars. With their power and influence, these companies could surely influence the car manufacturers more than they have in the past.

It is true that insurance companies contribute a great deal to safety programs and studies involving automobiles and safe driving, but can't they do more?

Instead of turning around and raising our insurance rates because their costs are going up, why don't they put some of the blame where it belongs—on the car manufacturers. Surely they could help persuade these businesses to build sturdier, safer cars.

Before the car manufacturers, government and the insurance companies do anything about building safer, sturdier cars, you must do something. Express your concern and opinion to these people. Write and tell them what you think. If enough of us would do this we might just see an improvement in the future.

The following letters are evidences of community support for the consumer homemaking program in one community.

The Oblong Oracle & The Palestine Register

SOUTH RANGE STREET

PHONE 592-3132
If No Answer 592-3854

OBLONG, ILLINOIS

April 14, 1972

Re: Consumer Ed. Class

Dear Sir:

Mrs. Bayer has done a good job preparing students in her Consumer Education class to deal with spending and borrowing money.

It is my opinoin that every high school student should be required to take this course to be better able to cope with today's money market.

Young people need to be educated in wise spending, wise borrowing and the pitfalls of excessive credit buying.

Sincerely,

Judith R. Stoll

Judith R. Stoll, Editor

TO WHOM IT MAY CONCERN

In my opinion Consumer Ed, part of the Home Ec. program is benificiel to our school. I know they cover meet selection, government grading and pricing of food items.

Charles Skinner
Manager, Meat Dept
Big John Food Store
Olney, Illinois

Oblong Food Center, Inc.
OBLONG, ILLINOIS 62449
April 12, 1972

It is our observation that the local High school's program in consumer education has helped the students with their shopping in our store.

We believe these students are better able to use their money because they are more aware of label information, because they are familiar with the process of comparing prices, and because they have been exposed to the use of official grades and grade marking in determining quality.

I am sure the program has been beneficial to the students and the community.

Norman W Cunningham
Manager
IGA--Oblong

103 East Main Street

Telephone 592-4413

Bailey and Sons

Furniture & Floor Covering

Noble Bailey . . . Sanford Bailey

OBLONG, ILL. 62449

April 13, 1972

To whom it may concern:

In my opinion the Consumer Ed class at Oblong High School is providing a much needed help to students in this trade area. The students seem to be much more aware of the buying power of their money. Another noteworthy facet is the students attention to labeling, materials and guarantees. I feel that studies in Consumer Ed are very relevant and necessary.

Very truly yours,

Sanford Bailey

SANFORD BAILEY

partner

for Bailey & Sons

Oblong, Ill.

RONDEL L. BOYD INSURANCE AGENCY
Fire - Casualty - Automobile - Life - Health - Accident

108 West Main St.
Oblong, Illinois 62449

To Whom it may concern:

It is my firm belief that because of the consumer education class offered by the Oblong Community Unit District #4, the Young people that visit my Office for the purchase of Insurance, exhibits deeper understanding of the products, plus a greater insite of their individual Insurance needs. I am deeply appreciative of the professional manner in which the program is administered and am convinced that the subject should remain as a requirement for graduation.

Rondel L. Boyd Insurance Broker

Rondel L Boyd

RB:sb

THE FIRST NATIONAL BANK

OBLONG, ILLINOIS

April 14, 1972

To whom it may concern:

Since the inception of the Consumer Education Class at the Oblong High School, I have had the opportunity of speaking to the different classes on several different occasions.

In my opinion this is one of the finest classes offered to prepare a young person to face the responsibilities of managing a home. It would be wonderful if every one of our customers had the background that is available through this course.

Mrs. Bayer is a very conscientious hard working person. I believe that she is doing an excellent job of gathering, preparing and presenting understandable material to these students. Much enthusiasm is generated through her efforts.

On each of my visits to this class I am always amazed at the intelligent questions and discussion that comes forth from these students.

Very truly yours,

Wilfred J Cross

Wilfred J Cross
Cashier

WJC/md

APPENDIX

B

Name _____

Hour _____

VALUE CHECK LIST

	Do Not Value	Value a Little	Value	Value Strongly
Love				
Popularity				
Friendship				
Honesty in others				
Happiness				
Honesty in yourself				
Material wealth				
Truth				
Money				
Family togetherness				
Physical attractiveness in yourself				
The concept of God				
Physical attractiveness in others				
Financial success				
Peace in the world				
You				
Success				
Life				
Companionship				
New experiences				
Courtesy, dignity				
Fairness				
Beauty in nature				
The ability to impress others				
Your body				
The ability to help others				
Your ability to think				
Health				
Education				
Self-respect				
Knowledge				
Social approval				
Freedom				
Respect from others				
Art				
Acknowledgment for others				
Music				
Status				
Being in the "in group"				
Physical strength				
Having self control				
Talent in yourself				
Talent in others				
Being different				
Being the same as everyone else				
Your cultural heritage				
Possessions that impress others				
The ability to just get by				
The ability to do things well				
Cleanliness				
The lives of others				
Work				
Leisure				
My ability to stand up on my own				
Responsibility				
Trust				
Emotional security				

HOME VALUE TEST FOR FAMILY MEMBERS

You may want all 10 homes, but for this test, you can have only one at a time. Make a choice between the 2 homes in each pair and draw a circle around the number of the home you choose. For example, if you were choosing a radio:

1. This radio had good tone quality.
2. This radio will get long distance stations.

1 is the Beautiful home. It has nice colors and good design. It is good to look at both inside and outside.
10. is the Inexpensive home. It costs little to operate and suits the family income.

---

9. is the home where you can bring your friends. You can have many good times here.
6. is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.

---

2. is the comfortable home. Here you can rest and relax and feel at ease.
8. is the safely built home. There is little danger of fire, accidents and other such troubles.

---

7. is the home that gives you some privacy. You can do the things you want to do without being bothered.
9. is the home where you can bring your friends. You can have many good times here.

---

3. is the convenient home. It is neat and orderly and has many new labor-saving devices.
6. is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.

---

4. is the home in the ideal location. It is near the things (activities) that are really important to you.
1. is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside

---

6. is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.
10. is the inexpensive home. It costs little to operate and suits the family income.

---

5. is the home built for good health. It is clean, there is plenty of sunshine and fresh air.
3. is the convenient home. It is neat and orderly and has many new labor-saving devices.

---

10. is the inexpensive home. It costs little to operate and suits the family income.
9. is the home where you can bring your friends. You can have many good times here

---

9. is the home where you can bring your friends. You can have many good times here.
3. is the convenient home. It is neat and orderly, having many labor-saving devices.

---

3. is the convenient home. It is neat, orderly, and has many labor-saving devices.
1. is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

---

8. is a safely built home. There is little danger of fire, accidents, and other such accidents or troubles.
3. is the convenient home. It is neat, orderly, and has many labor-saving devices.

---

10. is the inexpensive home. It costs little to operate and suits the family income.
5. is the home built for good health. It is clean, there is plenty of fresh air and sunshine.

---

1. is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.
9. is the home where you can bring your friends. You can have many good times here.

---

4. is the home in the ideal location. It is near the activities and facilities that are really important to you.
8. is the safely built home. There is little danger of fire, accidents, and other such troubles.

---

7. is the home that gives you some privacy. You can do the things you want to do without being bothered.
5. is the home for good health. It is clean, orderly, and there is plenty of sunshine as well as fresh air.

---

6. is for personal interest or hobbies. You can spend your spare time in this home doing almost anything you like.
2. is the comfortable home. Here you can rest, relax, and feel at ease.

---

4. is the home in the ideal location. It is near the activities and facilities that are really important to you.
3. is the convenient home. It is neat, orderly, and has many labor-saving devices.

---

2. is the comfortable home. Here you can rest, relax, and feel at ease.
1. is the beautiful home. It is nice to look at both inside and outside. It has nice colors and good design.

---

5. is the home built for good health. It is clean, there is plenty of fresh air and sunshine.
9. is the home where you can bring your friends. You can have many good times here.

---

3. is the convenient home. It is neat, orderly, and has many labor-saving devices.
10. is the inexpensive home. It costs little to operate and suits the family income.

---

4. is the home in the ideal location. It is near the activities and facilities that are really important to you.
6. is for personal interests and hobbies. You can spend your spare time in this home doing almost anything you like to do.

---

10. is the inexpensive home. It costs little to operate and suits the family income.
8. is the safely built home. There is little danger of fire, accidents, and other such troubles.

---

9. is the home where you can bring your friends. You can have many good times here.
2. is the comfortable home. Here you can rest, relax, and feel at ease.

---

5. is the home built for good health. It is clean, there is plenty of sunshine and fresh air.
2. is the comfortable home. Here, you can relax and rest, feeling at ease.

---

6. is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.
8. is the safely built home. There is little danger of fire, accidents, and other such troubles.

---

10. is the inexpensive home. It costs little to operate and suits the family income.
7. is the home that gives you some privacy. You can do the things you want to do in this home (without being bothered).

---

6. is for personal interests and hobbies. You can spend your spare time in this home doing almost anything you like to do.
5. is the home built for good health. It is clean, there is plenty of sunshine and fresh air.

---

2. is the comfortable home. Here you can rest and relax and feel at ease.
4. is the home in the ideal location. It is near the activities and facilities that are really important to you.

---

8. is the safely built home. There is little danger of fire, accidents, and other such troubles.
1. is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

---

4. is the home in the ideal location. It is near the activities and facilities that are really important to you.
10. is the inexpensive home. It costs little to operate and suits the family income.

---

8. is the safely built home. There is little danger of fire, accidents, and other such troubles.
9. is the home where you can bring your friends. You can have many good times here.

---

1. is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.
6. is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.

---

7. is the home that gives you some privacy. You can do the things you want to do without being bothered.
2. is the comfortable home. Here you can rest and relax and feel at ease.

---

5. is the home built for good health. It is clean, there is plenty of sunshine and fresh air.
8. is the safely built home. There is little danger of fire, accidents, and other such troubles.

---

9. is the home where you can bring your friends. You have many good times here.
4. is the home in the ideal location. It is near the activities and facilities that are really important to you.

---

7. is the home that gives you some privacy. You can do the things you want to do without being bothered.
4. is the home in the ideal location. It is near the activities and facilities that are really important to you.

---

2. is the comfortable home. Here you can rest and relax and feel at ease.
10. is the inexpensive home. It costs little to operate and suits the family income.

---

1. is the home beautiful. It has nice colors and good design. It is good to look at from both the inside and outside.
5. is the home built for good health. It is clean, there is plenty of sunshine and fresh air.

---

7. is the home that gives you some privacy. You can do the things you want to do without being bothered.
6. is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.

---

5. is the home built for good health. It is clean, there is plenty of sunshine and fresh air.
4. is the home in the ideal location. It is near the activities and facilities that are really important to you.

---

3. is the convenient home. It is neat and orderly and has many labor-saving devices.
2. is the comfortable home. Here you can rest, relax, and feel at ease.

---

3. is the convenient home. It is neat, orderly, and has many labor-saving devices.
7. is the home that gives you some privacy. You can do the things you want to do without being bothered.

Answers to these questions are likely to give you some clues as to "What kind of home I would be happiest to live in."

Look through these pages. Count all the like numbers you have circled and write the totals beside numbers as listed below. Continue through all 10 numbers.

TOTALS

_____1. Beauty

_____2. Comfort

_____3. Convenience

_____4. Location

_____5. Health

_____6. Hobbies
Personal Interests

_____7. Privacy

_____8. Safety

_____9. Friends

_____10. Economy

Now, make a new list. Write the word having the highest number under "totals" in the first space below. The word with the next highest total in the second space and continue until all 10 numbers or words are written. If there is a tie, write the words in order as you choose.

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

(Remember, this is a compilation of ideas for a test.)

II. Directions: At the left is a list of statements which high school students have heard. Read each statement, then find the one value you think it indicates. Put the letter of that value in front of the definition. You may use a value more than once.

There is also a column headed High or Low. High means that the statement indicates the value is important on high. Low indicates that the value is not important. Circle H if you think the statement indicates the value is High. Circle L if you think it indicates the value is Low.

High or Low		Evidence	Values
H	L	____1. Even though I am the youngest, I don't know why mother lets everyone know it.	A. Beauty B. Health
H	L	____2. I didn't give any money to the Red Cross this year.	C. Religion D. Economic Security
H	L	____3. I'm going to get in on time tonight. My parents had an argument over my being late last time. It made me feel bad.	E. Personal Relationship
H	L	____4. I should save some money. I'm broke and I don't know where my money goes.	F. Sensitivity to Fellow Man
H	L	____5. My brother really likes to "hot rod."	G. Status in Group, Prestige
H	L	____6. It took me a long time to save enough money to buy a sweater like all the other girls have.	H. Self-expression, Creativity, Insight
H	L	____7. I spent several hours last week helping the little boy next door learn to skate.	
H	L	____8. I had a wonderful feeling when I was elected class president.	
H	L	____9. When I have a choice I always drink milk even though my girl friends always drink coffee.	
H	L	____10. It was thrilling to see the cheerleaders execute their cheering in such perfect unison.	

High or Low		Evidence
H	L	____11. I think convertibles are "dreamy."
H	L	____12. I know it wasn't doing much, but I smiled and spoke to the man on crutches.
H	L	____13. Well, I don't care if I do look funny, I'm warm.
H	L	____14. Next week is the beginning of Spring. Now I'll have to start dieting so my waistline won't look so terrible.

WHAT FINANCIAL HABITS MIGHT YOU TAKE INTO A MARRIAGE?

What did your family spend money on after basic expenses were taken care of? List in order of importance.

a. car....
b. clothing....
c. education....
d. electrical equipment....
e. hospitality....
f. household decoration....
g. insurance....
h. sports....
i. trips....

Were you brought up to be careful about spending money?

Or, were you brought up on an easy going philosophy?

Are you accustomed to buying on credit?

Do bills and installment buying worry or alarm you?

Are you somewhat spoiled believing that you must have what you want?

Are you overmodest about buying for yourself?

Do you enjoy making expensive gestures toward others such as picking up the check, giving presents, buying flowers, etc.?

Have you financial dangerous tendencies such as gambling, paying extravagant prices, etc.?

Do you spend small amounts often?

Do you spend large amounts frequently?

Do you spend large amounts infrequently?

Are you willing to plan and wait for larger items?

On the back of your answer sheet, write a story about this picture of everyday living. This is not an exercise in composition and you will not be judged on your writing style. Rather, it is a chance for you to tell a story about what this picture means to you. Tell what the people are doing, what they are thinking and feeling, and how the story comes out.

APPENDIX
C

OFFICE USE ONLY

1 2 3 4

ADMINISTRATOR'S QUESTIONNAIRE

Name _____ School _____

Please answer questions as they apply to your particular school. For questions 1-9, circle the letter preceding the response or responses, as needed.

For questions 10-14, please answer freely.

Do not write this space

5 6 7 8

9

10 11 12 13

14

15

16

17

18 19 20 21

22 23 24 25 26 27

1. At what level or levels is consumer homemaking taught in your school?
   a. nine b. ten c. eleven d. twelve

2. Is consumer homemaking a required course in your school?
   a. yes b. no

3. At what grade level do you believe that consumer homemaking is most effective?
   a. nine b. ten c. eleven d. twelve

4. How long has the consumer homemaking program been in effect in your school?
   a. one year b. two years c. three years

5. Of the students enrolled in your school, what percent are estimated to be from families of $4,000 or under income levels?
   a. under 10% b. 10%-19% c. 20%-39% d. 40%-60% e. over 60%

6. What percentage of the economically disadvantaged students (family income under $4,000) in your school are enrolled in consumer homemaking classes?
   a. less than 10% b. 10%-19% c. 20%-39% d. 40%-60% e. over 60%

7. Does parental opinion give support or indifference to the program?
   a. yes b. no a. yes b. no

8. What were the major bases for curriculum decisions concerning the addition of the Consumer Homemaking program?
   a. societal conditions in community b. student requests
   c. suggestion from homemaking teacher d. suggested from State Dept.

9. Who helped in the curriculum development of the Consumer Homemaking course in your school?
   a. homemaking teacher b. students c. parents d. curriculum coordinator or administrator e. State Home Economics staff
   f. college or university staff or courses

10. List the apparent strengths of the consumer homemaking program.

11. List the apparent weaknesses of the program.

12. Indicate anticipated changes in the program in the forthcoming year.

13. What are the evidences that consumer homemaking has helped the disadvantaged student?

14. What professional training would be of particular benefit for the consumer homemaking teachers in your school?

Office Use Only

1 2 3 4

TEACHER'S QUESTIONNAIRE

Name_____ School_____

Number of Consumer Homemaking classes _____

Total number of students _____; boys _____, girls _____

Please answer questions as they apply in your particular situation. For questions 1-15, circle the letter preceding the response or responses as needed. From question 16 to the end, please answer freely.

5

1. Total number of years you have been teaching:
   a. less than 5 years b. 5-10 years c. 11-20 years d. over 20 years

6

2. The present degree you hold:
   a. less than Bachelor b. Bachelor c. More than Bachelor
   d. Master e. more than Master f. Doctor

7 8

3. The length of time you have taught in present school system:_____.

9 10 11

4. Give your teaching preference in rank order (1st, 2nd, 3rd):
   a. Traditional (toward the homemaking objective) b. Occupational
   c. Consumer Homemaking. a)_____ b)_____ c)_____

12 13 14 15

5. In your school, consumer homemaking is taught at what grade level or levels?
   a. nine b. ten c. eleven d. twelve

16

6. How long has the consumer homemaking program been in progress in your school?
   a. 1 year b. 2 years c. 3 years

17

7. What is the duration of consumer homemaking instruction in your school?
   a. 9 weeks b. 1 semester c. full year

18 19 20 21

8. What grade level(s) do you believe that the consumer homemaking course is effective?
   a. nine b. ten c. eleven d. twelve

22

9. Of the students enrolled in your school, what percent are estimated to be from families of $4,000 or under income level?
   a. under 10% b. 10%-20% c. 21%-40% d. 41%-60% e. over 60%

23

10. What estimated percentage of the economically disadvantaged students (family income $4,000 or less) in your school are enrolled in consumer homemaking classes?
    a. less than 10% b. 10%-20% c. 21%-40% d. 41%-60% e. over 60%

24 25 26 27

11. What were the major bases for curriculum decisions concerning the addition of the consumer homemaking program?
    a. societal conditions in community b. student requests
    c. suggestion from home economics teacher d. suggested from State Dept.

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28 29 30 31 32 33

12. The student needs in your class were assessed by:
a. working with advisory committee b. community survey
c. discussions with school authorities d. comments of parents and local citizens e. student questionnaire f. textbooks, literature, etc.

34 35 36 37 38

13. Who is involved in the evaluation of the program?
a. teacher b. students c. parents d. administrator
e. community members

39

14. Have you attended a consumer homemaking workshop at any time in the past?
a. yes b. no

40 41 42 43 44 45

15. Who helped in the curriculum development of the consumer homemaking course in your school?
a. homemaking teacher b. students c. parents d. curriculum coordinator or administrator e. State Home Economics staff
f. college or university staff or course

16. Do you plan for students with special needs? (By special needs, we mean ethnic, mental, physical, as well as income.) How?

17. What do you see as the major needs of the students enrolled in the consumer homemaking course?

18. What evidences can you give to show that the consumer homemaking has helped the disadvantaged students?

19. Give 5 evidences that the program is flexible to take care of individual differences (learning experiences, teaching aids, etc.).

20. What do you consider the strengths of the consumer homemaking program?

21. What are its weaknesses?

22. What changes will be made in the program in the forthcoming year? (content, teaching techniques, etc.)

23. What professional training do you think would be helpful for teaching consumer homemaking? (Curriculum development, evaluation, working with disadvantaged, etc.)

24. If you were to take a consumer homemaking workshop this summer, what content would you want included?

STUDENT QUESTIONNAIRE

Office Use Only
1 2 3 4 5 6

DIRECTIONS: DO NOT SIGN YOUR NAME. This survey is designed to provide a profile of the group of students enrolled in consumer homemaking in the State of Illinois. It is intended to help us determine your needs and interests. It is not an inquiry into individual spending habits or finances, although some statements may sound personal. Please complete statements that apply to you by filling in blank spaces or checking the word or phrase that answers the question most adequately.

1. I am (1) male (2) female.

2. Marital status: (1) single (2) married.

3. My age is

4. I am in the (1) 9th, (2) 10th, (3) 11th, or (4) 12th grade.

5. I live in a (1) house, (2) apartment, (3) mobile home.

6. The paid job of my father is: (mark the appropriate number)
   1. Unskilled worker
   2. Semi-skilled or skilled worker
   3. Sales work
   4. Office work
   5. Supervisory work
   6. Professional - Doctor, lawyer, teacher, etc.
   7. Scientist, engineer, chemist, etc.
   8. Businessman
   9. Executive of business or industry

7. The paid job of my mother is: (mark the appropriate number)
   1. Unskilled worker
   2. Homemaker
   3. Sales work
   4. Office work
   5. Supervisory work
   6. Professional - Doctor, lawyer, teacher, etc.
   7. Scientist, engineer, chemist, etc.
   8. Businesswoman
   9. Executive of business or industry

8. The estimated income of my parents is: (1) less than $4,000; (2) $4,000-$6,999; (3) $7,000-$10,000; (4) over $10,000.

9. My major area of study is: (1) college preparation; (2) vocational; (3) general.

10. I enrolled in consumer homemaking because: (1) a friend's influence, (2) required, (3) parent's influence, (4) advised by counselor, (5) felt that it was important.

11. I would prefer consumer homemaking be offered for: (1) 9 weeks only, (2) one semester, (3) one full year.

12. In our class, the emphasis on consumer education is: (1) strong, (2) neutral, (3) weak.

13. The amount of money I have to spend each week is approximately: (1) 25¢-$2, (2) $3-$5, (3) $6-$11, (4) $12-$24, (5) over $25.

14. I get most of my money from: (1) a job, (2) a regular allowance, (3) asking parents, (4) gifts, (5) other (explain) _____.

15. Five things I learned most in consumer homemaking are: (mark 5 answers on your answer sheet)

a. how to get more satisfaction from my money
b. how to decide what to buy
c. how to judge quality of goods and services
d. how to use banks
e. how to save money
f. how to avoid being cheated
g. how to shop
h. how to budget food for a family
i. what to consider when I buy a car.

16. How has consumer homemaking helped you in making decisions or weighing values? (Mark each item either: 1 - I now weigh the possible alternatives; 2 - I sometimes give it thought; or 3 - I am inpulsive in my decision.)

a. buying an article of clothing
b. studying for an exam or test
c. leisure time
d. planning ahead for events
e. buying a gift for a special person
f. choice of place to eat lunch
g. planning where to go on a date
h. selecting something to wear for a special event
i. plans for the future

Answer the following three questions on this sheet. DO NOT put answers on the answer sheet.

17. I see our consumer homemaking program as having these weaknesses: _____

_____

_____

_____

18. I see our consumer homemaking program as having these strengths: _____

_____

_____

_____

19. Three ways this class has helped me assume the dual role of homemaker-wage earner:

1. _____

2. _____

3. _____

Please read each question carefully; then mark in the space: 1 for yes answers; 2 for occasionally or sometimes; or leave a blank space for no answers.

1. Did you plan purchases before taking consumer homemaking?
2. Now that you have had consumer homemaking, do you follow some type of spending plan?
3. Do you give more thought to values and goals (to what is truly important to you and what you hope to achieve) having had consumer homemaking?
4. Has this course helped you become more aware of how your consumer decisions affect the supply and demand for specific goods and services?
5. Do you help in preparing the family budget?
6. Have you become more aware of what family expenses are through this course?
7. Does your family have any type of savings program?
8. Do you have a savings program?
9. Can you file an income tax return?
10. Now that you have had consumer homemaking, are you more aware of several government agencies that help consumers?
11. Are you more aware of investment programs and how to find information about them as a result of class experience?
12. Have you suggested to your teacher topics you would like to have included in the class discussions or experiences?
13. Do your parents contribute suggestions to, or participate in your consumer homemaking course?
14. Do you discuss or share with your parents the information and materials from consumer homemaking?
15. Did you help in developing objectives to be reached in consumer homemaking?
16. Do you think your consumer homemaking class offers varied topics and units of value to you?
17. Do you believe this class will help you in your future role of wage earner-homemaker?
18. Have you learned in consumer homemaking how to make more of an effort to separate information for persuasion in advertising?
19. While in consumer homemaking have you talked with an insurance agent about purchasing some type of insurance?
20. Did you become aware of the legal responsibilities of automobile owners and drivers while enrolled in consumer homemaking?
21. Have you studies the cost methods and obligations in financing a car?
22. Are you interested in studying how our economy works?
23. Have you been inside a stock exchange or listened to a stock broker discuss the stock market?
24. Do you read the stock market reports in your local paper?
25. Do you have a clothing budget?
26. Have you learned in consumer homemaking to plan a coordinated wardrobe?
27. Have you learned to judge wearing ability, maintenance and construction of clothing, as a result of this consumer homemaking class?
28. Have you learned to plan at least one full meal for the family in consumer homemaking?
29. Given a week's food budget, can you plan and buy food the family will need?

ffice Use Only

1 2 3 4 5 6

FORMER STUDENT QUESTIONNAIRE

High School Attended _____

Male ☐ 7 Female ☐ 8

Present Age ☐☐ 9 10 Grade level ☐☐ 11 12

Student ☐ 13 Non-student ☐ 14

Marital Status: Married ☐ 15 Single ☐ 16

Occupation _____

INSTRUCTIONS: Please read each question carefully; then mark in the space 1 for yes answers, 2 for occasionally or sometimes; or leave the blank free for no answers.

At the end of the Consumer Homemaking course, did you feel more able to:

☐ 17 1. Plan purchases before shopping?

☐ 18 2. Follow some type of spending plan?

☐ 19 3. Give serious thought to values and goals (to what is truly important to you) and to what you hope to achieve?

☐ 20 4. Write down goals for spending?

☐ 21 5. Consider how your consumer decisions affect the supply and demand for specific goods and services?

☐ 22 6. Cooperate with your family in managing your own income?

☐ 23 7. Help in preparing the family budget?

☐ 24 8. Determine what family expenses are?

☐ 25 9. Have any type of savings program of your own?

☐ 26 10. Have a savings program now that you did not have before consumer homemaking?

☐ 27 11. File a tax return?

☐ 28 12. Separate information from persuasion in advertising?

☐ 29 13. Keep up with new developments in a specific product?

☐ 30 14. Read the stock market reports in your local paper?

☐ 31 15. Are you aware of several government agencies that help consumers?

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32 16. Are you aware of investment programs and how to find information about them?

33 17. Were you made more aware of costs, methods, and obligations related to auto financing?

34 18. Do you know the legal responsibilities of automobile owners and drivers?

35 19. Have you been to a stock exchange or listened to a stock broker discuss the stock market?

36 20. Do you concern yourself with information about various types of savings plans or businesses?

37 21. Are you interested in studying how our economy works?

38 22. Did you discuss or share with your parents the information and materials from consumer homemaking?

39 23. Did your parents contribute suggestions to, or participate in your consumer homemaking class?

40 24. Did you help in developing the course objectives to be reached in consumer homemaking?

41 25. Do you think your consumer homemaking class offered varied topics and units of worth to you?

42 26. Do you believe the class has helped you for your role of wage earner-homemaker?

43 27. When in class, did you ever set objectives or goals for learning situations in consumer homemaking?

44 28. Were you required to take consumer homemaking?

45 29. Did you take consumer homemaking by free choice?

46 30. Would you suggest to a friend to take consumer homemaking?

47 31. At what grade level do you feel the consumer homemaking course is the most relevant to the student? _____

48 49 50 32. In what areas do you think you received the most help? (Check 3)

1.____ budgeting	5.____ housing
2.____ credit	6.____ insurance
3.____ buying goods	7.____ time and energy
4.____ purchasing and maintaining autos	8.____ consumer rights
	9.____ taxes

33. What did you consider the strengths to be of the consumer homemaking class? _____

34. What did you consider the weaknesses to be? _____

_____

PARENTS

Name_____ Town_____

School_____

Y N 1. Are you familiar with the consumer homemaking course in the high school?
Y N 2. Does student have a budget?
Y N 3. Has student started a savings account on her own?
Y N 4. Has student learned to budget his money to meet personal needs, wants and goals?
Y N 5. Has student acquired, through consumer homemaking, responsibilities in handling his own money?
Y N 6. Can student set priorities for spending, now that she has taken consumer homemaking?
Y N 7. Does student know how to use consumer credit?
Y N 8. Do you feel he knows more sources of which a consumer can obtain credit?
Y N 9. Do you feel he is more aware of the cost of credit, such as service charges, interest, etc.?
Y N 10. After the student has had consumer homemaking, can you tell if the student is more aware of deceptive practices in false advertising?
Y N 11. Has student been involved in purchasing groceries for the family other than daily trips?
Y N 12. If given a week's budget, could the student plan and buy food for the family?
Y N 13. Does the student have a clothing budget?
Y N 14. Can student purchase the majority of his wardrobe within a given budget?
Y N 15. Does student give evidence of trying to be well-dressed on a limited budget?
Y N 16. Can student plan a functional, well-coordinated wardrobe?
Y N 17. Does student judge the construction and wearing ability of an item of clothing before making a purchase?
Y N 18. Has student purchased a large or small appliance?
Y N 19. Does student patronize the same barber shop or beauty salon that parent attends? If not, why?
Y N 20. Has student been involved with guarantees or warranties through personal purchases?
Y N 21. Does student show respect rather than abuse to personal or family modes of transportation since taking the consumer homemaking course?
Y N 22. If student owns his own vehicle, does he understand the legal aspects involved in automobile insurance?
Y N 23. Does student show good judgement in the use of leisure time?
Y N 24. Is student aware of the pros and cons of renting, buying, and building as a way of meeting housing needs?
Y N 25. Has student expressed any interest in life insurance for herself?
Y N 26. Has the student shown any evidence of being clearer in his values?
Y N 27. Has the student shown any evidence of getting evidence before making decisions, of weighing alternative courses of action?
Y N 28. Were you involved in helping plan the curriculum for consumer homemaking?
Y N 29. Did you participate any time in class sessions?
30. As far as you can tell, what are the strengths of the consumer homemaking course?
31. What are the weaknesses?
32. In general, how has student become a wiser consumer or buyer since taking the consumer homemaking course?
Y N 33. Can you see this program helping students assume the dual role of homemaker-wage earner?